DOCUMENT RESUME

ED 219 574 CE 033 283

AUTHOR Russell, Earl B.; And Others
TITLE Dissemination Manual for Enhancing Program Improvement.
INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Jun 82
NOTE 209p.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Diffusion (Communication); Evaluation; Guidelines; *Human Resources; *Information Dissemination; Information Networks; *Networks; Planning; *Program Improvement; *Vocational Education
IDENTIFIERS *Illinois

ABSTRACT

This manual is intended for use by all involved in dissemination of program improvement products--users, linkers, developers, and funders--in Illinois. Section 1 provides guidelines for content usage by dissemination group and usage of charts, forms, and samples. Section 2, Conceptual Framework, defines dissemination, discusses the dissemination process, and identifies the roles, responsibilities, and benefits of dissemination. Section 3, Dissemination Process, describes the six steps in the dissemination process and provides information on dissemination before, during, and after funding. Section 4, Human Resources, is divided into (1) Quick Reference lists of national and state networks that identify organizations, acronyms/abbreviations, descriptions, pages for more information, and main contact persons; (2) abstracts and listings of National Networks affiliated with vocational program improvement efforts; and (3) abstracts and listings of State Networks directly affiliated with vocational education in Illinois. Information provided for each group in parts 2 and 3 include name, acronym, description, linkages, materials dissemination, target populations, dissemination services, access, and contract information. Section 5 contains two procedural forms--Dissemination Planning Outline and Primary Product Quality Assurance Rating Form--and 20 samples (aids) for planning, conducting, and assessing dissemination. (YLB)

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Dissemination Manual for Enhancing Program Improvement

PROJECT STAFF

Earl B. Russell, Director
Carol S. Sanders, Principal Investigator
Wynette S. Barnard
Eva Coffey

Department of
Vocational and
Technical Education
University of Illinois
at Urbana-Champaign

Illinois State Board of Education

Edward Copeland
Chairman

Donald G. Gill
State Superintendent
of Education

Department of
Adult,
Vocational and
Technical Education

Research and
Development Section

June 1982

ED219574

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I

Guidelines for Use

The Dissemination Manual for Enhancing Program Improvement was designed for use by all those involved in dissemination of program improvement products. Program improvement products are outcomes of Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section funded projects. You are involved in dissemination of these products if you consider yourself to be a member of one or more of the following groups:

- Local Education Agency (dual district, unit district, secondary area vocational center, community college, special education agreements)
- State network, organization or agency that provides educational services to Local Education Agencies
- Staff of a project funded through Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois State Board of Education
- Illinois State Board of Education, Department of Adult, Vocational and Technical Education

If you are a member of a Local Education Agency (LEA), you are among the first group, the practitioners for whom most of the program improvement products are developed. You are the "users" of products developed through projects funded by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. You implement the products and make program improvement a reality.

If you are associated with the second group, you are considered to be a "linker." As a group, you serve divergent populations, provide various services and perform versatile roles. However, the common thread that ties you together as a group is your function to link resources and persons involved in program improvement with users in LEAs.

If you belong to the third group, you are considered a "developer." You develop program improvement products as a result of funded research and development projects. You research the field and work with local education agencies in the development of the products.

If you are a member of the fourth group, you are considered to be the "funder" of projects which develop products. You assess LEA needs for program improvement, set priorities, and initiate funded research and development activities. You monitor and manage program improvement projects and make decisions regarding project efforts.

Each of you, as a member of one or more of these four groups, plays a unique role in dissemination of program improvement products. No one individual or group can bring about program improvement. Coordination, cooperation, and collaboration among all those involved are needed if effective dissemination is to occur.

This Manual was designed to enhance dissemination efforts in Illinois. The Manual is composed of the following sections:

- Guidelines for Use
- Conceptual Framework
- Dissemination Process
- Human Resources
- Material Resources

Depending upon your individual and group needs, you may choose the sections appropriate for you. However, you should be knowledgeable of the Manual's content in order to effectively carry out your defined role and responsibility to facilitate the coordination, cooperation, and collaboration that is required for successful dissemination. The following chart suggests content usage.

Content Utilization **C1**

Dissemination Group	Manual Sections				
	Guidelines for Use	Conceptual Framework	Operational Procedures	Human Resources	Material Resources
Users	xx	x	x	xx	x
Linkers	xx	x	x	xx	x
Developers	xx	xx	xx	xx	xx
Funders	xx	xx	xx	xx	xx

Code: xx essential
x non-essential, but important

To provide direction and to stimulate ideas the Manual contains numerous charts, forms, and samples. Charts are coded by a "C" and a number (indicates numerical order); forms by an "F" and a number, and samples by an "S" and a number. The following chart identifies each chart, form, and sample by their code, title, page, and suggested user group.

Charts, Forms, and Samples
Suggested Usage C2

Code	Title	Page	Suggested User Group: U	L	D	F
Charts						
C1	Content Utilization	2	x	x	x	x
C2	Charts, Forms, and Samples - Suggested Usage	3	x	x	x	x
C3	Roles, Responsibilities and Benefits of Disseminations	9	x	x	x	x
C4	Classification of Products	13		x	x	x
C5	User Groups	14		x	x	x
C6	Minimum Assistance Requirements	16		x	x	x
C7	Dissemination Activities	17		x	x	x
C8	Factors Affecting Dissemination Activities	18		x	x	x
C9	Planning Checklists	20		x	x	x
C10	Dissemination Planning Matrix	24			x	x
C11	Quick Reference - National Networks	28	x	x	x	x
C12	Quick Reference - State Networks	32	x	x	x	x
Forms						
F1	Dissemination Planning Outline	132			x	x
F2	Primary Product Quality Assurance Rating Form	169			x	x
Samples						
S1	Dissemination Planning Outline, Development of an Occupational/Special Needs Extern Program	133			x	x
S2	Dissemination Planning Outline, Methods and Materials for Teaching Entrepreneurship Education	135			x	x
S3	Primary Product Dissemination Plan, Word Processing Guide	139			x	x

(cont.)

Charts, Forms, and Samples - Suggested Usage (Cont.)

Code	Title	Page	Suggested User Group: U	L	D	F
S4	Primary Product Dissemination Plan, Word Processing Guide	141			×	×
S5	Action Response Form	144			×	×
S6	Telephone Log	145		×	×	×
S7	Log for Managing Dissemination Efforts	146		×	×	×
S8	Planning Outline for Particular Activities	148		×	×	×
S9	News Release	149		×	×	×
S10	Awareness Technique	152		×	×	×
S11	Agenda and Information Packet and a Demonstration Activity	153		×	×	×
S12	Agenda and Conference Activities	161		×	×	×
S13	Product Distribution Form	172			×	×
S14	Evaluation Feedback	173		×	×	×
S15	Presentation Review	175		×	×	×
S16	Conference Summary	177		×	×	×
S17	Action Plan Follow-up	185		×	×	×
S18	CARE Kit Follow-up	188			×	×
S19	Selected Product Follow-up	191			×	×
S20	R & D Product Distribution Follow-up	193			×	×

User Group Code: U=Product User, L=Linker, D=Developer, F=Funder

This Manual will assist you in carrying out your dissemination responsibilities. It provides you with a systematic approach to dissemination. It is now up to all those involved to implement the dissemination process to enhance program improvement.

However, there are certain limitations to the manual. For program improvement users, it will not identify your program improvement needs nor will it help you identify products that will help you meet your needs. For linkers, the manual will not help you become aware of the products developed through program improvement projects nor will it help you identify local education agencies in need of your resources and services. For developers, the manual will not help you develop quality products nor

will it put you in contact with linkers to assist you with your dissemination efforts. For funders, the manual will not identify local needs nor will it assure development of quality products or use of those products.

II

Conceptual Framework

The primary purpose of vocational education research and development activities is to improve and expand the scope of programs and services. For program improvement to occur, dissemination of research and development products is essential.

Successful dissemination is a prerequisite to individual research and development efforts making a difference. For successful dissemination to occur, dissemination must be approached systematically. Systematic dissemination requires:

- Procedures for implementing the dissemination process
- Defined roles and responsibilities
- Operational definitions.

Dissemination of vocational education program improvement products is any activity which assists potential users to:

1. become aware of a product and its contents
2. understand a product and how it can be used
3. decide whether or not to adopt/adapt a product
4. implement and continue to use a product.

The concept of "use," therefore, is key in this definition of dissemination. The definition suggests "four levels of assistance" (awareness, understanding, decision, implementation/use) that potential users of vocational education program improvement products need prior to adopting or adapting a product. The definition implies a progressive process which provides a structure for planning effective dissemination activities.

Vocational education products are produced by research and development (R & D) program improvement projects. R & D products include the primary products of a project and the supporting products which contributed to the development of the primary product (e.g., field-test versions of curriculum products, public information materials, journal articles).

The different types of program improvement products can be classified into five categories: (1) general information, (2) reports, (3) supplementary or resource aids, (4) educational products, and (5) intangible educational innovations (see the "Dissemination Process" section for more details).

Program improvement products are developed with a specific user in mind (e.g., secondary agricultural teachers, secondary business teachers). It is usually this group that indicated the need for the development of the product. Need for a product is recognized as a prerequisite for successful dissemination. This last point will be elaborated upon later in the Manual.

Dissemination is a process. To promote use of program improvement products and consequently improve programs, dissemination efforts must be well planned, conducted and assessed. Dissemination planning is continual. While initiated in the proposal for funding, dissemination planning is continually updated throughout the funded effort as activities are conducted and assessed. Dissemination frequently extends beyond a project's contracted funding phases. Final products often require the most intensive dissemination efforts after their parent projects end.

There are a variety of dissemination functions, procedures, activities and techniques. No one standardized process can be specified for the wide variety of products developed. Dissemination planning is individual to the type of product to be disseminated, the specific target group, the persons doing the planning, conducting, and assessing of the dissemination process, and the availability of time, money and human resources. Further, the dissemination process involves more than the dissemination of the primary product of a funded effort. It includes dissemination of supporting products such as those ideas, concepts, and materials which contributed to the development of the primary product.

Though continuous and individualized planning facilitates the accomplishment of the dissemination process, three prerequisites must be met to assure successful dissemination efforts:

1. A need for a particular product must have been identified by and for a specific user group (e.g., vocational counselor, welding instructor). Potential users must have a recognized need for a product before dissemination efforts can produce the expected benefits.
2. The product to be disseminated must be of a quality that will assure its use. Quality concerns include effectiveness as well as format, packaging and physical appearance. If the product is not thought of as "good," "worthwhile," or "meeting the need" by the potential users, dissemination efforts will be fruitless.

3. There must be coordination, cooperation, and collaboration among the persons involved in the process. Persons to be involved include: users, linkers, developers and funders. Dissemination efforts are likely to succeed when people are willing to share knowledge, information, and resources.

To have coordination, cooperation, and collaboration in the dissemination process , those involved must be aware of their role and carry out their responsibilities. The following chart identifies the roles, responsibilities and resultant benefits for those involved in the dissemination process.

Roles, Responsibilities and Benefits of Disseminators C3

Group	Roles	Responsibilities	Benefits
Users	•Facilitate successful program improvement efforts •Implement program improvement products	•Identify and clarify program improvement needs •Seek information regarding the availability, usability and effectiveness of program improvement products •Articulate and communicate the type of assistance needed or wanted to adopt or adapt program improvement products	•Better programs/ services for users •Increased ability to do a better job
Linkers	•Serve as a link between program improvement funders/ developers and potential users of a product •Serve as resource brokers •Serve as technical assisters	•Collaborate with project staffs to assist with dissemination efforts which may involve planning, conducting, and assessing particular dissemination activities	•Increased ability to do a better job •More effective use of available resources •Greater visibility among colleagues and in the field

(cont.)

Roles, Responsibilities and Benefits (cont.)

Group	Role	Responsibilities	Benefits
Linkers (cont.)		• Help local educational agencies to identify and clarify program improvement needs • Assist local educational agencies in matching appropriate program improvement products with their identified needs • Provide appropriate technical assistance to users for adopting or adapting products	• Opportunity to work with a variety of people • Personal satisfaction in providing a useful service
Developers	• Carry out scope of work identified in the proposal • Develop quality program improvement products • Oversee dissemination process • Locate appropriate linkers • Identify potential users	• Prepare a dissemination planning outline at the time of proposal writing • Implement dissemination plans by conducting planned efforts • Revise and update dissemination plans as the project progresses • Coordinate linkage with appropriate individuals/groups • Assess project dissemination efforts planned and conducted during the funded effort	• Greater success and visibility for developmental activities • Personal satisfaction at seeing products used and appreciated • Recognition by colleagues • Increased opportunities (e.g., writing articles, presentations at state and national meetings) to attain career goals • Increased visibility in the field

(cont.)

Roles, Responsibilities and Benefits (cont.)

Group	Role	Responsibilities	Benefits
Developers (cont.)		• Provide information and recommendations for post-funding dissemination efforts	• Technical assistance opportunities
Funders	• Identify program improvement needs • Fund program improvement projects • Manage and advise project efforts • Evaluate project efforts • Facilitate dissemination efforts	• Provide assistance to project staffs as they formulate, conduct and assess dissemination plans and particular dissemination activities • Determine appropriateness of plans and activities, and use assessment information to monitor project efforts and products • Facilitate the coordination and collaboration among project staffs and appropriate linkers • Determine post-funding dissemination efforts	• Greater visibility and success for funded projects • Greater ability to monitor project activities and products • Improved use of available resources • Increased job efficiency and effectiveness • National and statewide leadership recognition

Additional information regarding the Conceptual Framework can be obtained from the following document:

Russell, E., Triechel, J., Shenassa, [illegible], and Sanders, C. Dissemination of Vocational Education Program Improvement Products - A Systematic Model, Illinois State Board of Education, June, 1981.

III

Dissemination Process

How to Plan, Conduct, and Assess

Dissemination efforts must be well planned, conducted and assessed if they are to be successful. Six steps should be followed when planning, conducting, and assessing activities. These six steps can be used by users, linkers, developers and funders when formulating dissemination plans for a project as a whole, for particular dissemination activities, or for the dissemination of specific products. The six steps are outlined and followed by planning checklists for users.

Step 1: Classify the Product to be Developed

Different types of products require different dissemination planning. It is necessary to classify the product to be disseminated into one of five categories as shown in C4:

Classification of Products **C4**

Category	Type of Product
General Information	• Bulletins, guidelines, (e.g., Annual Program Plan for Vocational Education in Illinois - FY 1981) • Public information materials, (e.g., brochures, press releases, newsletters, advertisements) • Rules and regulations (e.g., Federal Register, State Board of Education - Document Number one) • Policies and procedures
Reports/ Studies	• Research studies • Project final reports • Bibliographies
Supplementary and/or Resource Aids	• Handbooks • Program management aids • Resource guides

(cont.)

Classification of Products (cont.)

Category	Type of Product
Educational Products	• Curriculum materials • Instructional materials • Professional development materials
Intangible Educational Products	• Models • Concepts • Practices • Programs • Ideas

There are different methods of delivering the various types of products. Products can take such forms as hard copy, non-print (computerized), slide/ tape, or videotape: The delivery form is a most important consideration when planning dissemination activities. A product should be packaged in the form most appropriate for its intended use.

Step 2: Identify the Specific User Group

Within a single projct's activities, the user group may differ according to the specific product being disseminated. For example, the user group for a brochure announcing curriculum materials will be a much broader group of people than the more specific user group for the field test version of the curriculum materials.

User Groups C5

User Group	Examples of User Groups
General	• Vocational Educators • Administrators • Counselors • Parents • State Office Personnel • Classroom Teachers • Teacher Educators • Community/Business/Labor/Industry • Legislators • Students

(cont.)

User Groups (cont.)

User Group	Examples of User Groups
Specific	• Agriculture Teachers • Business/Office Education Teachers • Distributive Education Teachers • Health Occupations Teachers • Industrial Arts Teachers • Technical Education Teachers • Trade and Industrial Teachers • Cooperative Education Teachers • Career Education Teachers • Secondary Principals • Principals of Area Vocational Centers • Vocational Counselors • Vocational Directors • Department Chairpersons

The list is by no means exhaustive.

The size of the user group is important to dissemination planning, especially when considering costs for printing and dissemination efforts. Another question to consider when planning this step is: What is the user group like? The age, learning style, and area of specialization of specific user groups may be useful in determining the form of the product as well as the type of assistance needed prior to using the product.

Step 3: Determine the Level of Assistance to be Provided the User Group

Decide the level of assistance needed. The definition of dissemination provides the basis for making this determination. For instance, ask yourself if in terms of the specific product, the user group requires:

- Assistance to become aware of the product and its contents?
- Assistance to understand the product and how it could be used?
- Assistance to decide whether or not to adopt or adapt the product?
- Assistance to implement and continue to a use a product?

Not all categories of products or user groups require all levels of assistance for implementation to occur. As indicated in the following chart, products can generally be matched with minimum assistance requirements.

Minimum Assistance Requirements C6

Classification of Products	Minimum Assistance Required			
	Awareness	Understanding	Decision	Implementation/Use
General Information:				
• Bulletins/Guidelines	xxxxx			
• Public Relations Materials	xxxxx			
• Rules and Regulations	xxxxx	xxxxx		
• Policies and Procedures	xxxxx	xxxxx		
Reports/Studies:				
• Research Studies	xxxxx			
• Project Final Reports	xxxxx			
• Bibliographies	xxxxx			
Supplementary and Resource Aids:				
• Handbooks	xxxxx	xxxxx		
• Program Management Aids	xxxxx	xxxxx		
• Resource Guides	xxxxx	xxxxx		
Educational Products:				
• Curriculum Materials	xxxxx	xxxxx	xxxxx	xxxxx
• Instructional Materials	xxxxx	xxxxx	xxxxx	xxxxx
• Professional Development Materials	xxxxx	xxxxx	xxxxx	xxxxx
Intangible Educational Innovations:				
• Models	xxxxx	xxxxx	xxxxx	xxxxx
• Concepts	xxxxx	xxxxx	xxxxx	xxxxx
• Practices	xxxxx	xxxxx	xxxxx	xxxxx
• Programs	xxxxx	xxxxx	xxxxx	xxxxx
• Ideas	xxxxx	xxxxx	xxxxx	xxxxx

Step 4: Determine the Appropriate Dissemination Activities

Identify dissemination activities that will provide the needed assistance (as determined in Step 3). There is a wide variety of dissemination activi-

ties from which to choose. For example, you may have to conduct several activities just to create awareness of a product (see S3 and S4 in the Material Resource Section). At other times, one activity may achieve several dissemination goals, for example, by creating awareness of a product and also assisting in understanding its content. A partial listing of activities by the assistance they provide follows. The activities listed are not necessarily exclusive to the level under which they are classified.

Dissemination Activities **C7**

Level of Assistance	Examples of Activities for Conducting Dissemination
Awareness	• Brochures, press releases, newsletters, advertisements • Acceptance as ERIC document • Loan of materials through state/regional/ libraries/universities/public libraries • Articles in journals • TV/Radio announcements
Understanding	• Availability on a cost recovery basis • Examination/complimentary copy • Demonstrations/presentations at conferences • User panel discussions • Informal communication • Toll free telephone number
Decision	• On-site demonstrations/demonstration centers • Field testing • Comparative catalog of alternatives • Workshops • Information on various resources which meet same need • Information clearinghouse
Implementation	• User communication network • Information on adaptation techniques • On-site technical assistance • Continued technical assistance • Training program • Telephone hot-line

Step 5: Consider the Factors that Affect Dissemination

Many factors must be considered when planning for dissemination. Some factors influence the success of project dissemination efforts as a whole and some pertain to selected dissemination activities. When you plan activities, ask yourself the following types of questions.

Factors Affecting Dissemination Activities C8

	Questions
Planning Dissemination Activities	• What type of product is to be disseminated? • What form does the product take (e.g., hard copy, video disc, computerized)? • Who is the user group (general or specific)? • Who is involved in planning, conducting and assessing the activities? • What resources are available (e.g., time, money, human, material)? • What level of assistance is needed (i.e., awareness, understanding, decision, implementation)? • Did the user group participate in developmental activities (e.g., needs assessment, field test)? • What incentives are available for human resources (e.g., consulting fee, travel reimbursement, publications, released time)? • What incentives are available for users (e.g., professional development credit, board credit, honorarium, publications)? • Who are the advocacy/support systems for the product and/or the activity (e.g., principal, counselor, vocational director, health occupation teachers)? • Who are the inhibitors?
Selected Activities	• What kind of advertising needs to be done (e.g., see S9 News release, T.V. spot, radio)? • What are the expectations of the user group (e.g., awareness, implementation of product, ideas, resource)?

(cont.)

Factors Affecting Dissemination Activities (cont.)

	Questions
Selected Activities (cont.)	• What prior assistance has been provided (e.g., presentation, discussion with building principal, inservice with two or three teachers)? • What linkers would be effective with the particular group (see Human Resources Section)? • Where will the activity take place (e.g., auditorium, classroom, library)? • What time of year will the activity occur [summer, fall, winter (make allowance for weather), spring]? • What day of week (try to avoid Mondays, Fridays or Saturdays)? • What time of day (e.g., after school, evening)? • How much time will be required to conduct the activity (1 week, 1 semester, 4 hours, ½ hour)? • What is the size of the group? • Will the format/packaging/physical appearance of the product affect the activity?

Step 6: Determine Assessment Activities

Assessment can provide information on the effectiveness of dissemination efforts, the actual extent to which dissemination occurred, information for the planning of future activities, and needs for further assistance. Planning of dissemination activities, like all other project activities, must be flexible to accommodate new information regarding developmental efforts, user needs, and product quality.

Assessment information can be gathered in many ways. Surveys, telephone interviews, face-to-face interviews, presentation reviews, and participant action plans are only a few (See S14, S15, and S17 in the Material Resources Section).

Assessment of product dissemination efforts provides information from which to make decisions regarding the commitment and need for post-funding dissemination. Data on the extent to which products were disseminated facilitate impact assessment and help determine the product's effect on program improvement (See S18, S19, and S20 in the Material Resources Section).

The following checklists were designed to assist you in planning, conducting and assessing your dissemination efforts. Forms and supplies to assist you in these efforts are found in the "Material Resources" Section of the manual and are cited by number in the checklists.

Planning Checklists C9

STEP ONE: CLASSIFICATION OF PRODUCT

See F2, S3, S4

___ General Information
- ___ Bulletins/Guidelines
- ___ Public Information
- ___ Rules and Regulations
- ___ Policies and Procedures
- ___ Other_____

___ Reports/Studies
- ___ Research Study
- ___ Project Final Report
- ___ Bibliography
- ___ Other_____

___ Supplementary and/or Resource Aids
- ___ Handbook
- ___ Program Management Aid
- ___ Resource Guide
- ___ Other_____

___ Educational Products
- ___ Curriculum Materials
- ___ Instructional Materials
- ___ Professional Development Material
- ___ Other_____

___ Intangible Educational Products
- ___ Model
- ___ Concept
- ___ Practice
- ___ Program
- ___ Other_____

STEP TWO: MAKE-UP OF USER GROUP

See S3, S4

___ General
- ___ Vocational Educators
- ___ Administrators
- ___ Counselors
- ___ Parents
- ___ State Office Personnel
- ___ Classroom Teachers
- ___ Teacher Educators
- ___ Community/Business/Labor/Industry
- ___ Legislators
- ___ Advisory Council
- ___ Students
- ___ Other_____

___ Specific
- ___ Agricultural Education
- ___ Business/Office Education
- ___ Ditributive Education
- ___ Health Occupations
- ___ Industrial Arts Education

(cont.)

PLANNING CHECKLISTS (cont.)

STEP TWO: (cont.) MAKE-UP OF USER GROUP	STEP THREE: LEVEL OF ASSISTANCE
See S3, S4	See S1, S2, S3, S4
___ Technical Education ___ Trade and Industrial Ed. ___ Cooperative Education ___ Career Education ___ Principals ___ Principals of Area Vocational Centers ___ Vocational Counselor ___ Vocational Director ___ Department Chair ___ Other_____ ___ Educational level ___ Pre-K through 6 ___ 7-8 ___ 9-10 ___ 11-12 ___ Post-secondary ___ Adult ___ Teacher (pre-service) ___ Administrator (pre-service) ___ Other_____ ___ Student type (if applicable) ___ Regular ___ Disadvantaged ___ Handicapped ___ Limited English proficiency ___ Other_____ ___ Size ___ Less than 100 ___ 100-500 ___ In excess of 500 ___ Learning style ___ Individualized ___ Large group ___ Small group ___ Activity based ___ Multi-media ___ Lecture ___ Other_____	___ Awareness ___ Understanding ___ Decision ___ Implementation **STEP FOUR: SELECTED ACTIVITIES** See S1 through S12 ___ Awareness ___ Send brochures, press releases, newsletters, advertisements ___ Submit product to ERIC ___ Loan products through state/regional/university/public libraries ___ Articles in journals ___ TV/radio announcements ___ Other_____ ___ Understanding ___ Availability on a cost recovery basis ___ Examination/complimentary copy ___ Demonstrations/presentations at conferences ___ User panel ___ Informal communication ___ Toll free telephone number ___ Other_____ ___ Decision ___ On-site demonstrations/demonstration centers ___ Field testing ___ Comparative catalog of alternatives ___ Workshops

(cont.)

STEP FOUR: (cont.)
SELECTED ACTIVITIES

See S1 through S12

___ Information on various resources which meet same need
___ Other_____

___ Implementation

___ User communication network
___ Information on adaptation techniques
___ On-site technical assistance
___ Continued technical assistance
___ Training program
___ Telephone hot-line
___ Other_____

STEP FIVE:
FACTORS AFFECTING THE ACTIVITIES

See S1 through S8, S11, S12

___ Type of product
___ User group
___ Persons involved in planning, conducting and assessing
___ Availability of resources
  ___ Time
  ___ Money
  ___ Human
  ___ Materials
___ Level of assistance needed
___ Prior participation of user group
___ Available incentives for human resources
  ___ Travel reimbursement
  ___ Released time
  ___ Consulting fee
___ Available incentives for users
  ___ Professional development
  ___ Board credit
  ___ Honorarium
  ___ Article
___ Type of advertising needed
___ Expectations for user group
___ Prior assistance provided
___ Availability and effectiveness of linker group
___ Geographic location of the activity
___ Available facilities for the activity
___ Time of the year
___ Day of the week
___ Time of the activity
___ Amount of time available for the activity
___ Size of the user group
___ Advocacy/support groups
___ Medium and format of product
  ___ Hardcopy
    ___ Paper bound
    ___ Hard bound
    ___ Loose leaf
  ___ Videotape
    ___ Black and white
    ___ Color
  ___ Film
    ___ Black and white
    ___ Color
  ___ Microfiche
    ___ Black and white
    ___ Color
  ___ Computerized
    ___ Diskette
    ___ Cassette tape
    ___ Printed listing from computer
  ___ Slide/tape
    ___ Audible beep
    ___ Unaudible beep
  ___ Other_____

STEP SIX:
ASSESSMENT ACTIVITIES

See S13 through S20

___ Collect names and addresses of product recipients
___ Presentation/demonstration/workshop review

(cont.)

STEP SIX: (cont.) ASSESSMENT ACTIVITIES	
See S13 through S20	
___ Telephone interviews ___ Face-to-face interviews ___ Participant action plan ___ Observation ___ Case studies ___ Overall project ___ Particular product ___ Particular activity	

When to Plan, Conduct, and Assess

Dissemination planning is initiated in the proposal for funding and is continually updated throughout the funded effort. Dissemination efforts often extend into the post-funding period. The following information identifies project requirements and refers to samples in the "Material Resources" Section to assist you with your dissemination efforts before, during and after funding.

PROPOSAL PHASE

A dissemination planning outline is required as part of a proposal for funding as indicated in the Research and Development Section's Guidelines and Specifications for Preparing Proposals (F1). The outline facilitates review by proposal evaluators and serves as a monitoring device for funding agency staff following notification of funding. The dissemination planning outline reflects the planning, conducting, and assessing of dissemination activities throughout the funded fiscal year (See S1, and S2). Dissemination activities, as other project activities, are included in the proposal objectives, procedures, evaluation, time and sequence chart and are budgeted accordingly.

FUNDED PHASE

The dissemination planning outline serves as the basis for planning dissemination efforts for the funded phases of a project. Following notification of funding, project staff and funding agency staff meet to discuss the specifics of the outline and formulate the dissemination plan. The plan reflects the progressive dissemination process as defined earlier in this Manual. It includes dissemination of supporting products which contribute to the development of the primary product as well as dissemination of the primary product itself. The following matrix can assist in formulating the plan.

Dissemination Planning Matrix **C10**

Dissemination Goal of Fiscal Year:			
Classification of Products to be Disseminated:		Supporting Products	Primary Products
Make up of User Group (include specific groups, size, geographic region)			
		Selected Activities	
LEVEL OF ASSISTANCE	Awareness		
	Understanding		
	Decision		
	Implementation		

As selected dissemination activities are conducted and assessed, the direction of dissemination efforts of a project are reexamined and revised, if necessary. This review and revision process is a joint effort of funding agency staff and the developer to enhance the development of a quality product.

Products to be disseminated must be of a quality that will assure their use. Quality, as described in the "Conceptual Framework" Section, is one of three prerequisites to assuring successful dissemination. Procedures to assure development of quality products have been determined and are addressed in the "Material Resources" Section on p. 167.

Assessment of overall project dissemination efforts concluding by the end of a project will determine if the overall dissemination goal was met, the extent of dissemination efforts for a project as a whole, and the extent to which the primary product was disseminated. This information will assist in making decisions regarding post-funding commitment and provide direction for future dissemination efforts (See S17, S18, S19, and S20).

POST-FUNDING PHASE

Decisions regarding post funding dissemination, based on the overall dissemination plan and assessment data, will be made by members of the Dissemination Committee appointed by and responsible to the Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois State Board of Education. The Dissemination Committee was appointed not only to make decisions regarding post-funding efforts but to actually plan post-funding dissemination efforts. In addition, a Dissemination Committee representative serves on a review team to determine the quality of primary products.

Following termination of funding, the project director and the project's contract administrator, along with the Dissemination Committee, will determine:

- Additional dissemination needs;
- User groups to be served (type, size, geographic regions);
- Availability/reproduction;

- Extent of dissemination needs;
- Particular dissemination needs;
- Appropriate linkers to conduct particular dissemination activities; and
- Particular assessment activities.

IV
Human Resources

Coordination, cooperation, and collaboration among the persons involved in the dissemination process is a necessity. Coordination, cooperation, and collaboration are identified in the "Conceptual Framework" Section as prerequisites that must be met to assure successful dissemination.

Previously, in addressing the roles and responsibilities of the persons involved in dissemination, a group known as linkers was identified. The common function of this group is to link program improvement resources to users of these resources. There are many national and state linkers that provide services to potential users. Some of these groups are directly affiliated with vocational education, while others are not.

This section is divided into three major parts: (1) Quick Reference lists of National and State Networks; (2) abstracts and listings of National Networks and (3) abstracts and listings of State Networks. The Quick Reference identifies: (1) organizations, (2) acronyms/abbreviations, (3) descriptions, (4) pages on which more detailed information can be found, and (5) main contact persons. The National Networks portion identifies the purpose and explains the services of major national groups affiliated with vocational education program improvement efforts. The list is not exhaustive. The State Networks portion includes selected groups directly affiliated with vocational education in Illinois and a few that are indirectly affiliated.

The information contained in the abstracts and contact lists has been verified as up-to-date as of October, 1981. This section is an attempt to provide information to make it easier for all involved in dissemination to link material and human resources in order to promote program improvement.

Organization	Description	Page	Contact
AAVIM American Association for Vocational Instructional Materials	-Devoted to preparation and distribution of instructional materials for vocational education. -Dedicated to the improvement of teaching through better information and teaching aids.	42	Harold Parady, Executive Director Engineering Center Athens, Georgia 30602 404/542-2586
D & U/NCRVE Dissemination and Uitlization/The National Center for Research in Vocational Education	-Assists vocational education practitioners and product developers in finding, sharing, and using some of the best educational products available. -Provides technical assistance in planning, arranging and conducting product orientation and training activities on-site.	43	Jay Smink Program Director The National Center for Research in Vocational Education The Ohio State University 1960 Kenny Road Columbus, Ohio 43210 614/486-3655 or 800-848-4815
ERIC Educational Resources Information Center	-National information system operated by NIE, the goal of which is to identify, select, process and disseminate information in education. -Provides monthly reference publications, microfiche and paper copies of materials, review and synthesis papers, and computer searches.	44	Juliet Miller, Director ERIC Clearinghouse on Adult, Career and Vocational Education (above address and phone no. at The Ohio State University)

(cont.)

Quick Reference
NATIONAL NETWORKS (cont.)

Organization	Description	Page	Contact
IDECC Interstate Distributive Education Curriculum Consortium	A curriculum organization made up of membership of 30 states which provides for individualization and specialization of instruction within distributive education.	47	Jim Gleason 1166 Chesapeake Ave. Columbus, Ohio 614/422-4202
MAVCC Mid-America Vocational Curriculum Consortium	A 15-state network designed to develop mutually needed curriculum materials that any one state would not be likely to develop on its own, disseminates materials to member and non-member states.	49	Ann Benson 1515 West Sixth Ave. Stillwater, Oklahoma 74074 405/377-2000
CEMREL Midwest Regional Exchange Laboratory	Provides information, referral, training, and consultation services to support dissemination and school improvement efforts in a 10-state region in the Midwest.	50	Carol Thomas, Director 3120 59th Street St. Louis, Missouri 63139 314/781-2900
NDN National Diffusion Network	Mechanism to promote the dissemination of new educational ideas, products and programs, assists schools in improving their educational programs through the adoption of already developed, evaluated exemplary educational products.	52	Shirley Menendez, Director Ill. Statewide Diffusion Network Facilitator Center 1105 East Fifth St. Metropolis, Illinois 62950 618/524-2664

(cont.)

Quick Reference
NATIONAL NETWORKS (cont.)

Organization	Description	Page	Contact
NNCCVTE/ECNCC National Network for Curriculum Coordination in Vocational and Technical Education	Consists of 6 curriculum coordination centers; designed to provide an orderly system for sharing curriculum information; designed to help state vocational educators and vocational teachers, counselors and administrators better meet the needs of business and industry for well trained and productive workers.	53	Rebecca Douglass, Director East Central Network for Curriculum Coordination Sangamon State University Springfield, IL 62708 217/786-6375
NOCTI National Occupational Competency Testing Institute	Provides high-quality teacher and student occupational competency examinations to the vocational education community states and the District of Columbia participate in the program as a Consortium of states, governed by a Board of Trustees.	56	Gordon G. McMahon National Occupational Competency Testing 45 Colvin Avenue Albany, New York 12206 518/482-8864
RDx The Research and Development Exchange	Network of regional educational laboratories and university based R & D centers working to support state and local school improvement efforts; initiated to help practitioners use R & D resources to improve educational practice.	58	Bud Grossner Ill. State Board of Education 100 North First St. Springfield, IL 62777 217/782-5418

(cont.)

Quick Reference
NATIONAL NETWORKS (cont.)

Organization	Description	Page	Contact
USED United States Department of Education, Region V	To ensure equal educational opportunitoes for all citizens; strengthen the Federal commitment to support state and local efforts; encourage increased involvement of the publics, parents, and students in Federal education programs; promote improvements in quality of education through research, evaluation and information sharing; improve coordination, management and accountability of Federal education programs.	62	Harold Wright Secretary's Regional Representative 300 South Wacker Drive Chicago, Illinois 60606 312/353-5215
USDOL/ETA United States Department of Labor Region V, Employment and Training Administration	Serves as a depository for documents from the national ETA clearinghouse. The general collection consists of technical reports generated by projects funded by the U.S. Department of Labor, Management Assistance Staff, course materials, technical assistance and training instructional training packages, ETA Publications, audio-visual materials and periodicals, such as the Employment and Training Reporter, CETA monitor.	67	Kathy Berry U.S. Department of Labor Employment and Training Administration ETA Resource Center 230 South Dearborn, 6th Floor Chicago, Illinois 312/353-5061
V-TECS The Vocational-Technical Education Consortium of States	Designed to produce valid, up-to-date materials in vocational-technical curricula development, program planning, and program evaluations.	69	Ronald McCage Southern Association of Colleges and Schools 795 Peachtree St., NE Atlanta, Georgia 30365 404/897-6158

Organization	Description	No. of Regions	Page	Contact
Adult Education Service Centers	Serves the professional development needs of staff involved in the field of adult basic and adult secondary education--teachers and administrators as well as state department staff.	Statewide	73	William Reynolds Adult Education Illinois State Board of Education 100 N. First Street Springfield, IL 62777 217/782-3370
Bilingual Education Service Center	Provides supportive services and inservice training to educational and community agencies serving the vocational education needs of limited English speaking persons.	Statewide	75	Larry Chase Bilingual Ed. Service Center 500 S. Dwyer Ave. Arlington Heights, IL 60005 312/870-4100
Career Education Service Centers	Provide assistance to local educational agencies in the identification, development, implementation, and evaluation of career education programs, also disseminates information, procedures, and guidelines necessary for acquiring financial support.	Statewide centers	76	Lonnie M. Hart Special Programs Section Ill. State Bd. of Education 100 North First St. Springfield, IL 62777 217/782-5098

(cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
Career Guidance Centers	Disseminates information, products and programs on counseling, guidance and the world of work which are developed locally or produced through state funded projects (mainly program improvement efforts)	Statewide	77	Lonnie Hart Special Programs Section Ill. State Bd. of Ed. 100 N. First Street Springfield, IL 62777 217/782-5098
ICEI Illinois Centers for Educational Improvement	Enables public and non-public local education agencies to (1) become more aware of proven educational resources available for remediating identified local and/or area needs and (2) access technical assistance resources.	8 regional offices	79	Neil Tucker Illinois State Board of Ed. 100 N. First Street Springfield, IL 62777 217/782-3810
Cooperative Extension	Provides information on operating a farm business more efficiently, creating a better home, or building a better community; county extension advisors convert the latest scientific information into practical, down-to-earth answers; information is presented in public, by phone, by mail, at meetings, in newspapers, and on radio and television.	10 regional offices	81	Violet Malone, State Leader University of Illinois Cooperative Extension Service 330 Mumford Hall Urbana, IL 61801 217/333-1132

(cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
Consultant Services Section, Dept. of Adult, Vocational and Technical Educ.	Provides resource specialists and specialized consultive services in agriculture, business, marketing and management, health, home economics, industrial occupations, special needs, and civil rights.	Statewide	83	Louise Dailey, Manager Consultant Services Section Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-4877
CPC Curriculum Publications Clearinghouse	Provides curriculum materials developed through activities of the Ill. State Bd. of Education, Dept. of Adult, Vocational and Technical Education on a cost-recovery basis.	Statewide	85	F. Gene Miller, Director Curriculum Publications Clearinghouse Western Ill. University Horrabin Hall, 46 Macomb, IL 61455 800/322-3905 (within IL) 309/298-1917 (outside IL)
Illinois Network for Displaced Homemakers	A communications network for the various displaced homemaker programs in Illinois; individual displaced homemakers; and agencies that are potential or actual service providers to displaced homemakers.	9 centers	86	Rita Davis Ill. Network for Displaced Homemakers Sangamon State Univ. Springfield, IL 62708 800/252-8969 (within IL) 217/785-4291 (outside IL)

43 (cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
Education/CETA Linkages Project	Focus of the project is for CETA and educational programs to (1) increase communication and interaction (2) share resources, (3) work jointly to solve mutual problems, and (4) jointly provide new or improved training programs and support services.	4 regions	88	Nancy McIlvoy Project Administrator Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-5098
ESRs Educational Service Regions	Statewide system of structures with authority to conduct services on behalf of the state and for local school districts; many services are supervisory while others supplement the resources and services available within the districts.	57 regions	90	Cliff Irwin Illinois State Bd. of Educ. 100 N. First Street Springfield, IL 62777 217/782-2927
Gifted Area Service Centers	Provide professional development for local district gifted reimbursement programs in identification, program planning, program implementation and program evaluation.	7 regions	96	Wilma Lund Illinois State Bd. of Educ. 100 N. First St. Springfield, IL 62777 217/782-3810

(cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
Illinois Demonstration Network	Local school districts demonstrate adopted state and/or national validated programs for the purpose of exporting their products/processes to other school districts throughout the state.	Statewide	98	Susan Richardson ESEA Title IV N-253 Ill. State Board of Educ. 100 North First St. Springfield, IL 62777 217/782-3810
ILLINET Illinois Library and Information Network	Provides access to millions of books, films, periodicals, videotapes, microforms, documents, etc.; helps obtain materials from academic, public, school and special libraries through interlibrary loan.	18 regional library systems	99	Preston Levi Library Development State Library 5th Floor, Centennial Bldg. Springfield, IL 62706 217/785-0318
IRDN Illinois Resource/ Dissemination Network	Provides local educational agencies with information pertaining to school improvement efforts; shares resources statewide and assists school districts in acquiring and using resources for policy and programmatic decision making.	Statewide	102	Lawrence K. Werner Project Director Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-0762

17 (cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
SACVE State Advisory Council on Adult, Vocational and Technical Educ.	Independent of the Ill. State Bd. of Education and state and local governments; required by law in order to receive federal monies for vocational education; has 32 members appointed by the Governor to serve in 20 categories established by federal legislation; legislation outlines responsibilities of SACVE.	Statewide	104	Peter Johnson Executive Director 100 Alzina Bldg. 100 North First St. Springfield, IL 62777 217/782-2892
ISBE/DAVTE Illinois State Board of Education, Dept. of Adult, Vocational and Tech. Education	One of a number of dept's. within the Ill. State Bd. of Educ. designated to administer federal and state revenues to provide all citizens with educational opportunities in (1) Voc. and Tech. Ed., (2) career ed., (3) adult ed., and (4) comprehensive training under CETA.	Statewide	107	James R. Galloway Asst. Superintendent 100 North First St. Springfield, IL 62777 217/782-4870
Illinois Statewide Facilitator	Disseminates educational programs that are developed in/by local education agencies new validated by the Joint Dissemination Review Panel (JDRP) of the U. S. Dept. of Education.	Statewide	111	Shirley Menendez, Director 1105 East Fifth Street Metropolis, IL 62960 618/524-2664

(cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
Illinois Teacher Centers	Disseminates information about staff development opportunities, inservice, curriculum consultation and materials; teachers come directly to the centers or the centers inform and secure the consent of local school officials to work directly with teachers at the local level.	26 centers	113	Arnette M. Rouschel Program Consultant 100 North First St. Springfield, IL 62777 217/782-3810
IVCC Illinois Vocational Curriculum Center	Provides materials searches and workshops to vocational education teacher and administrators; identifies curriculum needs; seeks materials to satisfy needs; loans materials developed within state and nation; conducts presentations and tours.	Statewide	118	Rebecca Douglass, Project Director Sangamon State University Springfield, IL 62777 800/252-8533 (within IL) 217/786-6375 (outside IL)
PSTs Program Services Teams	Disseminates on-site technical assistance or brokers technical assistance to schools; services include information regarding Title I and special education suggestions regarding staff development and facilliation for locally defined needs.	5 regional teams	120	Bud Grossner Illinois State Board of Ed. 100 N. First St. Springfield, IL 62777 217/782-5418

(cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
Special Education Service Centers	Provides classes, teachers and support services for children with low incidence handicaps - hearing, visually, orthopedically, multiply impaired, seriously behaviorally disordered and those students with unique and inexplicable impairments; children are screened, diagnosed, and assessed, then provided comprehensive educational programs and services.	10 regions	122	Nan Spalding Illinois State Bd. of Educ. 100 N. First St. Springfield, IL 62777 217/782-5696
Regional Vocational Administrators	Provide assistance and assure direction to local education agencies in the planning, developing, operating and improvement of vocational education programs; disseminate information on how to write a one and five year plan and how and when to file for reimbursement.	9 regions	124	John H. Jordan Adult, Vocational and Technical Education 100 North First St. Springfield, IL 62777 217/782-4877
Three Phase Evaluation Teams	Disseminate information, products, and programs provided by the Dept. of Adult, Vocational and Technical Education when conducting on-site evaluations of local education agencies.	Statewide	126	John Klit, Manager Dept. of Adult, Voc. and Technical Education Ill. State Bd. of Educ. 100 North First St. Springfield, IL 62777 217/782-4876

(cont.)

Quick Reference
STATE NETWORKS (cont.)

Organization	Description	No. of Regions	Page	Contact
Technical Assistance and Dissemination Network	Disseminates materials related to serving special needs populations in voc. ed. and provides tech. assistance related to adaptation and utilization; includes identification, student assessment, support services, inservice education, curriculum modification, job placement and pre-employment skills.	Statewide	127	Catherine Batsche Turner Hall 202C Illinois State University Normal, IL 61761 309/436-6627
University Occupational Education Coordination Council	Serves as a vehicle for the coordination of statewide impetus in the preparation of occupational education professional personnel among nine higher education institutions with comprehensive vocational programs.	9 liaison offices	128	Charles L. Joley Council Chairperson 205 Old Main Eastern Ill. University Charleston, IL 61920 217/581-3912
Work Industry Education Labor Councils	Disseminates information regarding availability of community resource persons, programs, and curriculum on career information.	Statewide	130	James Haire Illinois State Bd. of Educ. 100 N. First St. Springfield, IL 62777 217/782-4620

National Networks

Page

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- Dissemination and Utilization, the National Center for Research in Vocational Education 43
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NAME OF NETWORK:
AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

ACRONYM:
AAVIM

DESCRIPTION/FUNCTION:
The American Association for Vocational Instructional Materials (AAVIM) is the only national center devoting full time to the preparation and distribution of instructional material for vocational education.

Each state has a vested interest in the organization such that the work actually becomes a part of each state's own efforts. Thus, it combines the advantages of a state center with the advantages of a national center.

LINKAGES:
AAVIM is an interstate organization of universities, colleges and divisions of vocational education dedicated to the improvement of teaching through better information and teaching aids. In addition to the 50 states, several provinces in Canada are now participating with AAVIM on a cooperative basis.

The Curriculum Publications Clearinghouse (CPC) is the Illinois distribution center for the American Association for Vocational Instructional Materials (AAVIM).

MATERIALS DISSEMINATED:
Vocational instructional materials

TARGET POPULATIONS:
Vocational Educators

CONTACT INFORMATION:
To request a catalog or for information about the materials in the catalog write or call:

AAVIM
Engineering Center
Athens, Georgia 30602

Executive Director, Harold Parody
404/542-2586

In Illinois:

Send orders to:
Curriculum Publications Clearinghouse
Horrabin Hall 47
Western Illinois University
Macomb, Illinois 61455

Phone order:
800-322-3905 (toll free in Illinois). Ask for the Curriculum Publications Clearinghouse

NAME OF NETWORK:

DISSEMINATION AND UTILIZATION: THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

DISSEMINATION & UTILIZATION

DESCRIPTION/FUNCTION:

The Nationwide Dissemination and Utilization System at the National Center for Research in Vocational Education assists vocational education practitioners and product developers in finding, sharing, and using some of the best educational products available.

LINKAGES:

6 Curriculum Coordination Centers
State Research and Coordinating Units
State Liaison Representatives

MATERIALS DISSEMINATED:

Vocational education products developed through research and development program improvement projects.

TARGET POPULATION:

State Departments
Teacher Educators
Linkers

DISSEMINATION SERVICES:

The Dissemination and Utilization Staff provides:

- Technical assistance in planning, arranging, and conducting product orientation and training activities on-site.
- Provides a systematic approach to identifying high quality products which contribute to improved vocational programs and practices nationwide.
- Locates products from a variety of sources including catalogs, clearinghouses, and through nominations from the field.
- Screens identified products with a focus on priority concerns such as: sex fairness, special needs populations, planning, and evaluation.
- Reviews and selects candidate materials on the basis of: content, effectiveness, compatibility with existing programs, and cost-efficiency.

ACCESS:

Individuals may access the services directly.

CONTACT INFORMATION:

Dr. Jay Smink, Program Director
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
614/486-3655
1-800/848-4815

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

NAME OF NETWORK:
Educational Resources Information Center

ERIC

ACRONYM:
ERIC

DESCRIPTION:
A national information system operated by the National Institute of Education.

LINKAGES:
ERIC has a network of sixteen clearinghouses which serves specialized fields of education. ERIC publications and microfiche collections can be found in many libraries, state offices of education, and other institutions.

MATERIALS DISSEMINATED:
- Reference publications for materials in the ERIC collection
- Reference materials for developing computer search strategies
- Microfiche and paper copies of materials in the ERIC collection
- Review and synthesis papers
- Computer search bibliographies
- Preprinted bibliographies on educational topics

TARGET POPULATION:
ERIC exists to serve and may be used by anyone who wants information related to education.

DISSEMINATION SERVICES:
- Publishes monthly reference guides, Resources in Education and Current Index to Journals in Education
- Provides a mail order service for microfiche and paper copies of materials in the ERIC collection
- Provides computer searchers of its own and other data bases. Other data bases which may be accessed by ERIC computer searchers include Psychological Abstracts, Social Science Citation Index, Comprehensive Dissertation Abstracts, and Exceptional Child Education Resources
- Provides general information about the ERIC system and its clearinghouses
- Provides lists of ERIC collections in libraries and resource centers in various localities
- Provides references and abstracts of materials in specific subject areas
- Makes referrals to other resources to answer questions outside its system capacity
- Provides orientation and training programs at meetings and conferences to help users and potential users understand and develop skills in using ERIC
- Provides visitor services at its clearinghouses which include tours, orientation services and access to the ERIC collection

ACCESSING SERVICES/PRODUCTS:

Many libraries, state offices of education and other institutions (colleges, universities) have ERIC reference materials, microfiche collections and offer computer search services. The initial point of access should be your local library. Your local library can provide information on services in your area. If services are not available on the immediate area, ERIC can provide the potential user a list of available services within their state.

COSTS:

ERIC offers both free and cost materials and services. Costs of microfiche and paper copy materials are listed in the reference guide for these materials. Costs of computer searches will vary depending on search services utilized and the extent of the search. Local search facilities should be consulted to determine the costs of this service.

VOCATIONAL EDUCATION SUBSYSTEM

NAME:

The ERIC Clearinghouse on Adult, Career and Vocational Education

ACRONYM:

ERIC/ACVE

DESCRIPTION:

ERIC/ACVE is one of the sixteen specialized information clearinghouse operated by ERIC.

PURPOSE:

ERIC/ACVE's purpose is to identify, select, process and disseminate information specifically related to the needs of adult and continuing education, career education (preschool-adult) and vocational and technical education.

LINKAGES:

Is part of the total ERIC system network.

DISSEMINATION SERVICES:

Same as ERIC with a focus on the areas of career, adult, and vocational and technical education.

TARGET POPULATION:

All persons interested in obtaining information about career, adult, and vocational and technical education.

ACCESSING SERVICES/PRODUCTS:

Same as ERIC/

COSTS:

Same as ERIC.

FOR INFORMATION ON ERIC/ACVE CONTACT:

Juliet Miller, Director
ERIC Clearinghouse on Adult, Career and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Tel 614/486-3655 or
800/848-4815 (toll free outside Ohio)

ORDERING ERIC DOCUMENTS:

ERIC Documents Reproduction Service
P. O. Box 190
Arlington, Virginia 22210
703/841-1212

(note) All ERIC documents, microfiche or paper copy must be ordered from EDRS--Please do not order materials from the individual clearinghouse. These requests will be returned to you, causing a delay.

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NAME OF NETWORK:
INTERSTATE DISTRIBUTIVE EDUCATION CURRICULUM CONSORTIUM

ACRONYM:
IDECC

DESCRIPTION/FUNCTION:
The Interstate Distributive Education Curriculum Consortium (IDECC) was established in the early 1970's to develop a competency-based learning system for the improvement of instruction in distributive education. The system offers a method of curriculum organization which provides for individualization and specialization of instruction within the general or specialized distributive education program. Instructional materials (i.e., Learning Activity Packages and Learning Manager Guides) are important elements of the system.

LINKAGES:
IDECC is a non-profit corporation, owned and governed by its members. The charter and Code of Regulations (bylaws) are written to assure a coordinated approach to the development, dissemination and implementation of IDECC instructional materials. As with any consortium arrangement, IDECC coordinates the contributions of many individual states to assure the maintenance and growth of a "total" instructional system at minimum expense to its members.

Membership in the Interstate Distributive Education Curriculum Consortium is the responsibility of individual states' departments of education. Membership is available to any state education agency or its appointed representative. In addition, both associate and complimentary memberships are available under specified conditions.

MATERIALS DISSEMINATED:
Through a carefully controlled research process, IDECC has identified competencies required for various marketing occupations. Classified as knowledges, attitudes, and skills, competencies are used as the basis for the development of individual learning activity packages.

Based on occupational task research, a series of competency statements has been developed. The competencies are clustered in one or more Learning Activity Packages (LAPs). A series of learning objectives is written for each LAP and appropriate materials are designed for instruction and evaluation.

The Learning Activity Packages are organized into eleven instructional areas (or curriculum sections). These include:

Advertising	Human Relations	Operations
Communciations	Management	Product & Service Technology
Display	Mathematics	
Economics/Marketing	Merchandising	Selling

The original IDECC system included instructional materials for the development of competencies required in sixty-nine occupations.

Expansion and revision of the LAPs has increased the number of occupations and occupational clusters to over one hundred. Continuing research is conducted to further expand the system.

TARGET POPULATION(s):

Teacher Educators

DISSEMINATION SERVICES:

The Consortium recognizes the need to provide materials and personnel to assist in teacher training. Every effort is made to provide the services of IDECC staff members, on request, for state and regional workshops and training sessions. Materials are available for use in the preparation of teachers who are implementing competency-based curriculum. In addition, IDECC sponsors informal discussion sessions and presentations at the American Vocational Association convention and DECA's Career Development Conference.

For use at the local level, an operational guide is available. The guide provides basic instruction for the preparation and use of IDECC materials. Included is a step-by-step procedure for filing and organizing the LAPs as well as suggested steps for classroom implementation.

Along with the preceding efforts, IDECC sponsors a series of clinics for individuals involved in teacher training. These clinics provide an opportunity to explore implementation strategies and provide assistance in the planning of local teacher training.

COST:

IDECC offers a variety of supporting materials in addition to the basic system. A complete catalogue of materials is available on request. Careful review of this descriptive catalogue should answer most questions dealing with IDECC publications.

CONTACT INFORMATION:

Interstate Distributive Education Curriculum Consortium (IDECC)
1166 Chesapeake Avenue
Columbus, Ohio 43212

Phone: 614/422-4202

NAME OF NETWORK:
MID-AMERICA VOCATIONAL CURRICULUM CONSORTIUM

ACRONYM:
MAVCC

DESCRIPTION/FUNCTION:
MAVCC is a Consortium. MAVCC develops needed curriculum material that anyone of the member states would not be likely to develop on their own.

LINKAGES:
The present members of the Mid-America Vocational Curriculum Consortium are:

Arizona	Kansas	Nebraska	Oklahoma
Arkansas	Louisiana	New Mexico	South Dakota
Colorado	Missouri	North Dakota	Texas

MATERIALS DISSEMINATED:
Curriculum materials

TARGET POPULATION(s):
Teachers
Students

ACCESS:
Individuals may access the network directly to obtain materials.

COST:
MAVCC Curriculum materials are distributed at special membership prices to each member state and at regular prices (still low, because of the relatively large print orders that result from the needs of 12 states rather than one) to non-member states. Any one of the member states is privileged to sell MAVCC publications to schools in its own state. In addition, MAVCC has extensive distribution facilities at its headquarters in Oklahoma.

CONTACT INFORMATION:
For information on prices and availability contact:

Mid-America Vocational Curriculum Consortium, Inc.
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

405/377-2000

NAME OF NETWORK:
THE MIDWEST REGIONAL EXCHANGE

ACRONYM:
CEMREL

CEMREL, Inc.
An Educational Laboratory

DESCRIPTION/FUNCTION:
CEMREL's Midwest Regional Exchange provides information, referral, training, and consultation services to support dissemination and school improvement efforts in a 10 state region in the midwest.

Illinois	Kentucky	Missouri	Tennessee
Indiana	Michigan	Ohio	Wisconsin
Iowa	Minnesota		

LINKAGES:
Other regional RDx and support services (see Research and Development Exchange abstract)

TARGET POPULATION(s):
The services are provided primarily, though not exclusively, to state departments of education and other organizations that help local school districts to provide high quality instruction to their students.

DISSEMINATION SERVICES:
The specific nature of the service may vary, depending on the client's situation; however, the following examples reflect the array of services available;

Information searches are conducted for requests concerning research, materials (for training, diagnosis, or instruction), and resource organizations and personnel that may be helpful in dealing with specific problems of school practice.

Research synthesis and interpretation products concerning the most frequently asked questions of teachers on instruction in reading, mathematics, and oral and written communication are provided. These syntheses and interpretive products, titled Research Within Reach, are designed to provide research findings in language that can be readily understood and applied by teachers and content consultants in elementary and secondary schools. Orientation workshops are also provided when possible.

"Mini-lists" that identify and describe key resources (Materials, organizational, and human) that may be helpful in dealing with a variety of commonly confronted problems in education are available. Currently 25 mini-lists are available on topics such as evaluating teacher performance, full utilization of school facilities, and school discipline.

Workshops and consultation concerning the use of research synthesis products are offered on reading, mathematics, oral and written communication instruction, and selected research on management skills for effective classroom practices.

Training and consultation concerning dissemination processes and skills useful in school improvement activities are offered. Current workshops include: The Concerns Based Adoption Model (CBAM); Identification and Use of Information Resources; and Improving Educational Consulting Skills. Consultation services include: Needs Identification; Dissemination and Implementation Planning; Program Evaluation; Conference Planning; and Training Design.

Exchange of information and collaboration among dissemination and school improvement programs is promoted. Specific activities include preparation of regional inserts for inclusion in the quarterly magazine, Educational R and D Report, which is distributed free on request throughout the region. Additionally, the project works closely with other dissemination organizations in the region in the planning and implementation of conferences which provide a forum for disseminators, school personnel, and school policy makers to share information, to discuss common concerns, and to plan for collaborative activities.

ACCESS:

Illinois residents requesting services are encouraged to go through the Illinois Resource and Dissemination Network (represented by the Regional Program Services Teams).

CONTACT INFORMATION:

CEMREL Director
Carol Thomas
3120 59th Street
St. Louis, Missouri 63139
314/781-2900

NAME OF NETWORK:
NATIONAL DIFFUSION NETWORK

NDN

ACRONYM:
NDN

DESCRIPTION/FUNCTION:
The National Diffusion Network is a nationwide system administered by the Department of Education as a mechanism to promote the dissemination of new educational ideas, products and programs.

LINKAGES:
- State facilitators
- United States Department of Education
- The Research and Development Exchange (RDx)

MATERIALS DISSEMINATED:
Educational Programs That Work and information regarding validated programs.

TARGET POPULATION(s):
State and Local Education Agencies

DISSEMINATION SERVICES:
The NDN assists schools in improving their educational programs through the adoption of already developed, rigorously evaluated, exemplary educational products. The NDN assists interested school districts in acquiring through training the competencies necessary to adopt or adapt a proven educational program.

ACCESS:
State facilitators are identified to work directly with school districts, intermediate agencies and state departments of education.

CONTACT INFORMATION:
IN ILLINOIS CONTACT:

Shirley Menendez, Director
Regional Office of Education
Illinois Statewide Diffusion Network Facilitator Center
1105 East Fifth Street
Metropolis, Illinois 62960

618/524-2664

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NAME OF NETWORK:

NATIONAL NETWORK FOR CURRICULUM COORDINATION in VOCATIONAL and TECHNICAL EDUCATION

ACRONYM:

NNCCVTE

DESCRIPTION/FUNCTION:

Established in 1972 through contract by the U. S. Department of Education, the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) consists of six Curriculum Coordination Centers and curriculum networks, 57 State Liaison Representatives and a national council of curriculum center directors.

The aim of the 6 CCC's is to help state vocational educators and vocational teachers, counselors, and administrators better meet the needs of business and industry for well trained and productive workers.

LINKAGES:

The Six Curriculum Coordination Centers are:

- Northeast Curriculum Coordinating Center
  Bureau of Occupational and Career Research Department
  Division of Vocational Education
  225 West State Street
  Trenton, New Jersey 08625
  609/292-6562

- Southeast Curriculum Coordination Center
  Mississippi State University
  Research and Curriculum Unit
  Drawer DX
  Mississippi State, Mississippi 39762
  601/325-2510

- East Central Network for Curriculum Coordination
  on the campus of
  Sangamon State University, E-22
  Springfield, Illinois 62708
  217/786-6375

- Midwest Curriculum Coordination Center
  State Department of Vocational and Technical Education
  1515 West Sixth Avenue
  Stillwater, Oklahoma 74074
  405/377-2000 ext. 252

- Northwestern Curriculum Coordination Center
  Commission for Vocational Education
  Building 17, LS-10
  Airdustrial Park
  Olympia, Washington 98504
  206/753-0879

- Western Curriculum Coordination Center
  University of Hawaii
  1776 University Avenue
  Wist Hall 216
  Honolulu, Hawaii 96822
  808/948-7834

DISSEMINATION SERVICES:

- Obtaining new Network materials for local/state use.
- Informing centers of local/state eduators' needs and efforts in curriculum development.
- Informing Local Education Agency/State Education Agency (LEA/SEA) personnel of Network activities and other state efforts in curriculum development.
- Establishing liaisons with state consultants, state research coordinating units, and statewide diffusion networks.
- Arranging with Centers for technical assistance to state/local instructors.
- Assessing individual state's needs for instructional and related materials.
- Establishing an ongoing system for intra-state linking of curriculum with research, demonstration, and teacher education.
- Arranging and planning for inter-state development and dissemination activities.
- Assisting in the establishment of national/state priorities for instructional materials development.
- Establishing appropriate operational procedures for planning and implementing national/state program improvement objectives.
- Participating in regional liaison meetings.
- Contributing to regional and national newsletters.

ACCESSING SERVICES/PRODUCTS:

Local and state education agencies tap the resources of the National Network through an intermediary, the State Liaison Representative (SLR).

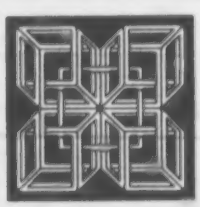
The State Liaison Representative (SLR) is the key link in the development and utilization of curriculum and instructional materials within each state.

SLRs serve primarily as informational pipelines, channeling requests from local and state education officials to the National Network and informing local and state educators of the ongoing achievements of the Network.

CONTACT INFORMATION:

In Illinois contact:

Rebecca Douglass
East Central Network for Curriculum Coordination
Sangamon State University, E-22
Springfield, Illinois 62708
Phone 800/252-8533 or 217/786-6375



Charles Schickner
State Liaison Representative
Research and Development
Adult, Vocational and Technical Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
Phone 217/782-4620

NAME OF NETWORK:
THE NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE

ACRONYM:
NOCTI

NOCTI

DESCRIPTION:
The National Occupational Competency Testing Institute (NOCTI) is a nonprofit educational corporation, organized in June, 1973, which provides high-quality teacher and student occupational competency examinations to the vocational education community. The Teacher Occupational Competency Tests are known as TOCTs and the Student Occupational Competency Achievement Tests as SOCATs. Currently, there are forty-six states and the District of Columbia participating in the program as a Consortium of States, governed by a Board of Trustees.

LINKAGES:
46 member states and District of Columbia

TARGET POPULATIONS:
TOCTs are designed for individuals experienced in skilled trade or occupations who need to present objective evidence of their competence to become teachers or obtain academic credit from one of the many educational institutions, nationally, that recognize the TOCT results. SOCATs are designed to provide standard objective measures of secondary and post-secondary student achievements in various vocational fields.

MATERIALS DISSEMINATION:
TOCTs are available in 40 different areas:

- Air Conditioning and Refrigeration
- Airframe and Power Plant
- Architectural Drafting
- Audio Visual Communication
- Auto Body Repair
- Auto Mechanic
- Baking
- Brick Masonry
- Building Construction Occupations
- Building Trades Maintenance
- Cabinet Making and Millwork
- Carpentry
- Civil Technology
- Commercial Art
- Commercial Photography
- Computer Technology
- Cosmetology
- Diesel Engine Repair
- Drafting Occupations
- Electrical Installation
- Electronics Communication
- Electronics Technology
- Industrial Electronics
- Machine Drafting
- Machine Trades
- Major Appliance Repair
- Materials Handling
- Mechanical Technology
- Painting and Decorating
- Plumbing
- Power Sewing
- Printing
- Quantity Food Preparation
- Radio/TV Repair
- Refrigeration
- Sheet Metal
- Small Engine Repair
- Textile Production/Fabrication
- Tool and Die Making
- Welding

A network of Area Test Centers has been established throughout the United States; almost every state has one. Tests are generally conducted at least twice a year - more often in many states.

The following SOCATs are available as of Spring 1982:

- Auto Body
- Auto Mechanic
- Bricklayer
- Construction Electricity
- Drafting
- General Merchandising
- Heating and Air Conditioning
- Industrial Electronics
- Machine Trades
- Refrigeration
- Welding
- Accounting/Bookkeeping
- Agriculture Mechanic
- Fashion Construction Services
- General Office Clerk
- Plumbing
- Practical Nursing
- Printing
- Radio and TV Repair
- Small Engine Repair

NOCTI SOCATs are designed to be used by individual teachers or schools and can be administered in school as part of the on-going program. After the tests are administered, they are returned to NOCTI for scoring, and printouts are returned to each student, teacher, and school.

CONTACT INFORMATION:

Dr. Gordon G. McMahon
Executive Director
NOCTI
45 Colvin Avenue
Albany, New York 12206

Phone: 518/482-8864

TOCT

SOCAT

NAME OF NETWORK:
THE RESEARCH AND DEVELOPMENT EXCHANGE

ACRONYM:
RDx

DESCRIPTION/FUNCTION:
The Research and Development Exchange (RDx) is a network of regional educational laboratories and universty-based R & D centers working to support state and local school improvement efforts. Initiated by the National Institute of Education (NIE) in 1976, the RDx is part of NIE's Regional Programs.

LINKAGES:
The RDx includes seven regional exchanges, four central support services, a coordinating committee and an advisory group.

Regional Exchanges:

Apalachia Educational Laboratory; Charleston, West Virginia

Alabama	Kentucky	Pennsylvania*	Virginia
Florida	North Carolina	South Carolina	West Virginia
Georgia	Ohio*	Tennessee	

Cemrel, Inc; St. Louis, Missouri

Illinois	Kentucky*	Missouri	Tennessee*
Indiana	Michigan	Ohio	Wisconsin
Iowa	Minnesota		

Mid-Continent Regional Educational Laboratory; Kansas City, Missouri

Colorado	Nebraska	South Dakota
Kansas	North Dakota	Wyoming
Missouri*		

Northwest Regional Educational Laboratory; Portland, Oregon

Alaska	Idaho	Oregon
Hawaii	Montana	Washington

Research for Better Schools, Inc; Philadelphia, Pennsylvania

Delaware	New Jersey
Maryland	Pennsylvania

Southwest Educational Development Laboratory; Austin, Texas

Arkansas	Mississippi	Oklahoma
Louisiana	New Mexico	Texas

SWRL Educational Research and Development Laboratory:
Los Alamitos, California

Arizona	Nevada
California	Utah

*Several states cooperate with more than one regional exchange. These states are listed under both the lead and secondary (*) exchanges.

Central Support Services:

Dissemination Support Service

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204
Joseph Pascarelli, DSS Director
503/248-6837

Research and Development Interpretation Service

CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
Linda Reed, RDIS Director
314/782-2900

Resource and Referral Service

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Dr. Jay Smink, RRS Director
614/486-3655

System Support Service (SSS)

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
Stanley Chow, SSS Director
415/565-3179 or 565-3135

TARGET POPULATION(s):

Each regional exchange delivers services to clients within an identified geographic region of the country.

The RDx has as its ultimate clients the students, teachers, and principals who attend and operate local schools.

DISSEMINATION SERVICES:

The services provided by the RDx include: identification and synthesis of information and resources; dissemination of research synthesis in topical areas; and technical assistance and staff development in planning and implementing school improvement programs.

- The RDx provides information, technical assistance, and/or training which support dissemination and school improvement efforts.
- The RDx promotes the use of R and D outcomes that support dissemination and school improvement efforts.
- The RDx promotes coordination among dissemination and school improvement programs.
- The RDx works to increase shared understanding and use of information about client needs in order to influence planning of R and D efforts.

ACCESS:

Because of the size and complexity of its client groups and the limited resources to serve them, the RDx supports local dissemination and school improvement efforts by working through intermediary organizations. These include school districts, intermediate service agencies, state education agencies, and national education associations. Currently, the RDx works primarily through state education agencies' (SEAs) dissemination and school improvement staffs.

Groups or individuals desiring RDx services should contact the regional exchange in their region through their SEA contact person, usually the staff member responsible for SEA dissemination activities. Clients may also contact the regional exchange director. Each regional exchange can put clients in touch with the central support services.

CONTACT INFORMATION:

Appalachia Educational Lab., Inc.
P. O. Box 1348
Charleston, West Virginia 25325
Jack Sanders, Rx Director
304/344-8371

CEMEL, Inc. Midwest Rx
3120 59th Street
St. Louis, Missouri 63139
Carol Thomas, Rx Director
314/781-2900

MidContinent Regional Laboratory
1800 Pontiac Street
Denver, Colorado 80220
Linda Sikorski, Rx Director
303/399-9285

Northwest Regional Educational Laboratory
710 S. W. Second Avenue
Portland, Oregon 97204
Virginia Thompson, Rx Director
503/248-6837

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, Pennsylvania 19123
Richard McCann, Rx Director
215/574-9300

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
Preston Kronkosky, Rx Director
512/476-6861

SWRL Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720
Roger Scott, Rx Director
213/598-7661, ext. 367

IN ILLINOIS CONTACT:

Bud Grossner
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-5418

NAME OF NETWORK:
U. S. DEPARTMENT OF EDUCATION - REGIONAL OFFICE

ACRONYM:
USED

DESCRIPTION:
The regional offices of education represent the U. S. Department of Education, the Secretary of Education and officials of the National office in providing technical assistance and dissemination in the regions they serve.

LINKAGES:
Each regional office is part of a network of 10 such offices in the United States.

TARGET POPULATIONS:
State Education Agencies, intermediate and local education agencies; institutions of higher education; public and private educational organizations, and individual citizens.

ACCESS:
Individuals may contact the offices directly.

CONTACT INFORMATION:
Contact information is dependent on the type of inquiry and the service program unit appropriate for helping with the inquiry. See the following information.

U. S. DEPARTMENT OF EDUCATION
300 South Wacker Drive; Chicago, IL 60606
REGION 5
Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

The purposes of the Department of Education are to:
- Ensure equal educational opportunities for all citizens.
- Strengthen the Federal Commitment of Support State and Local Efforts to Meet Educational Needs.
- Encourage Increased Involvement of the Public, Parents, and Students in Federal Education Programs.
- Promote Improvements in Quality of Education, Through Research, Evaluation and Information Sharing.
- Improve Coordination, Management and Accountability of Federal Education Programs.

Program Units:

1. Office of the Secretary's Representative -- maintains effective communication with offices of the senior level regional officials in civil rights, student financial assistance, rehabilitation services, educational programs, and office of the Inspector General.

Harold Wright -- Secretary's Regional Representative	312/353-5215
Caroline Gillin -- Deputy Secretary's Regional Rep.	312/353-5217
Phillip Page -- Special Assistant, Management	312/353-8364
Winston Berdin -- Special Assistant, Public Affairs	312/353-0966

2. Office of Educational Programs -- provides overall management and leadership of educational program services, personnel and resource utilization.

Nazaree V. Mordica -- Administrative Officer 312/353-1243

2.1 Educational Services Branch -- provides technical assistance to institutions, groups and individuals seeking access to equity in the use of federal resources for the development of improved educational programs; interprets federal policies, programs and directions for the regional education community.

Robert H. Hewlett, Branch Chief	312/353-7330
Charles R. Jaymes, Education Program Specialist	312/353-1744
Marguerite E. Miller, Ed. Program Specialist	312/353-5218
John Sasuta, Education Program Specialist	312/353-5219

2.2 Educational Dissemination Branch -- disseminates information about educational division programs and activities; directs systematic communication activities with the regional education community on legislation, program priorities, research findings, evaluation results and policy directions that involve agencies of the education division.

Norbert J. Mettelka, Branch Chief	312/353-8365
Clark E. Chipman, Education Program Specialist	312/353-1743
Roberta Levinson, Education Program Specialist	312/353-0907

3. Office for Civil Rights -- enforces compliance with federal statutes, implements regulations, guidelines and policy that prohibit discrimination against any person on grounds of race, color, national origin, sex, and physical and mental handicaps.

Kenneth A. Mines, Regional Director 312/353-2520

3.1 Postsecondary Education -- assures enforcement of and compliance with federal statutes; implements regulations, guidelines and policy that prohibit discrimination against any person on the grounds of race, color, national origin, sex or physical and mental handicaps (focuses on colleges, universities and other postsecondary education institutions).

Dr. Mary F. O'Shea, Director 312/353-2623

3.2 Elementary and Secondary Education Division -- assures enforcement of and compliance with federal statues; implements regulations, guidelines and policy that prohibits discrimination against any person on the grounds of race, color, national origin, sex or physical and mental handicaps (focuses on elementary and secondary education institutions).

Lawrence P. Washington, Director 312/353-2540

3.3 Office of New Programs -- Assures enforcement of and compliance with federal statutes; implements regulations, guidelines and policy that prohibit discrimination against any person on the grounds of race, color, national origin, sex or physical and mental handicaps (focuses on special projects, especially in elementary and secondary education, assigned by the regional director).

Thomas Hibino -- Director 312/353-4114

3.4 Program Review and Management -- reviews and coordinates the support office's program; focuses on management information system whose purpose is: 1) to assure quality performance and efficiency of OCR's compliance and enforcement activities, and 2) to interface with headquarters policies and procedures.

Charles M. Hegarty, Director 312/353-2520

3.5 Technical Assistance Division -- Provides technical assistance to educational institutions receiving federal assistance to facilitate voluntary compliance with federal law regarding nondiscrimination in program services.

Kathy Condon, Chief 312/886-3064

4. Office for Rehabilitation Services -- monitors, evaluates and furnishes technical assistance to state agencies responsible for administration of the rehabilitation act of 1973, as amended.

Ralph A. Church, Regional Commissioner 312/886-5372

4.1 Program Management -- monitors, evaluates and provides technical assistance in the administration of the state plan for vocational rehabilitation, the state plan for independent living rehabilitation, and special projects funded by the central and regional offices.

Theodore J. Witham, Rehabilitation Program 312/353-7345

4.2 Management Support Services -- monitors and evaluates financial management, statistical reporting, and Randolph-Sheppard Program within state agencies, and the issuance and management of special project grants within the region.

Terry D. Conour, Chief, Program Support	312/353-1796
William T. Coleman, Chief, Financial Management	312/886-5362

5. Student Financial Assistance

5.1 Regional Administrator for Student Financial Assistance -- the regional administrator is responsible for the overall management of the regional office of student financial assistance. All regional staff is under his supervision and he is responsible for the regional student grant and loan program operations. The regional administrator ensures that favorable relations are developed and maintained with eligible schools and lenders, that the participants are monitored to ensure compliance with appropriate laws and regulations, that defaulted loans are pursued through vigorous collection activities, and that training and dissemination of program information is constructively provided to both schools and lenders, as well as the regional staff.

Josephine L. Ferguson, Acting Regional Admin.	312/353-8102
Lois D. Ballinger, Administrative Officer	312/353-8414
Christine J. Moraga, Secretary	312/353-8102

5.2 Division of Certification and Program Review -- conducts program reviews of postsecondary educational institutions and lender agencies and institutions participating in student assistance programs, to ascertain compliance with program regulations and effectiveness of program administration; recommends certification of institutions based on conformance to established fiscal and program standards; conducts workshops and reviews and processes annual applications form institutions to participate in grants work, and loan programs; recommends limitation, suspension, or termination of institutions or programs based on review findings.

Allen Sevigny, Branch Chief, Institutional Review	312/353-0376
Wm. T. Klann, Acting Branch Chief, Lender Review	312/353-8961

5.3 Division of Claims and Collections -- establishes controls over and reviews claims filed by lending institutions for payment of defaulted loans under the guaranteed student loan program and the national defense/direct student loan program; approves insured claims for payments; contacts borrowers who have defaulted on loan payments and attempts collections; reviews and approves requests for forebearance of payments based on hardships or extenuating circumstances; provides preclaims assistance as requested by lending institutions; and monitors contracts with private organizations for loan collections. Provides data management support for automated systems; maintains control on claims and collections files and, as necessary, provides mail receipt and other information to the office.

Gene R. Graham, Asst. Regional Administrator 312/352-6874
Thomas J. Pestka, Deput Asst. Regional Admin. 312/353-6877

5.4 Division of Training and Dissemination -- determines need for, and provides for training of, institutional student financial aid officers and regional staff; disseminates program information to institutions, students, and the general public, on student assistance programs. Arranges for federal participation in workshops and conferences for institutional financial aid officers; attends professional organization meetings to disseminate technical information on student assistance programs; participates in other public meetings to provide general program information to students, parents, and other interested parties; prepares responses to inquiries from institutions, the general public, and members of congress, on student assistance programs.

Morris Osburn, Asst. Regional Administrator 312/353-8103
Sharon L. Thomas, T & D Specialist 312/353-8578
Rhonda Delane, Secretary 312/353-8103

6. Office of Inspector General

6.1 Regional Audit Office -- supervises all audit activities relating to the departments programs and operations within the region.

Robert Seabrooks, Regional Mgr. for Audit 312/886-6502

6.2 Regional Investigative Office -- supervises all investigatory activities relating to the departments programs and operations within the region.

Arnold Schneider, Regional Mgr. for Investigations 312/353-7891

NAME OF NETWORK:

U. S. DEPARTMENT OF LABOR REGION V
Employment and Training Administration Resource Center

ACRONYM:

ETA

DESCRIPTION:

The ETA Resource Center serves as a depository for documents from the national ETA Clearinghouse. The Resource Center now contains over 2000 titles ranging from technical assistance guides (TAGS) to 16mm films.

The role of the ETA Resource Center is to bring users and their informational needs together. This can mean either: 1) physically loaning the user documents from the Center's collection and/or from affiliates' collections; or 2) referring the user to sources where they can obtain the needed information.

MATERIALS DISSEMINATED:

Region V's ETA Resource Center, maintained by the Management Assistance Staff, has its own "Index to Employment and Training Materials." This catalog will provide information needs for general to specific ETA related areas. The Region V Resource Center Index is divided into four sections:

1. Title Listing
2. Subject Listing
3. Author Listing
4. Updates

The entire index is a compilation of all materials/publications available through the Region V Resource Center collection. Located on-site at the Resource Center are catalog indexes of all other Resource Centers across the country from which materials can be borrowed.

The general collection consists of technical reports generated by projects funded by the U. S. Department of Labor, Management Assistance Staff course materials, technical assistance and training (TAT) instructional training packages, ETA publications, audio-visual materials, and periodicals, such as the Employment and Training Reporter, and the CETA Monitor.

Reference materials in the Resource Center are received from both government and commercial sources. The Dictionary of Occupational Titles, Occupation Outlook Handbook, 1980-81 Edition, Directory for Researching Minority and Women's Groups, The Annual Handbook for Group Facilitators, ETA Research and Development (R & D) Monographs, and Employment Discrimination Law are among the titles in the reference collection.

The ETA Clearinghouse in Washington is the original source of many documents in the Center's collection. The subject matter covers the full range of ETA activity.

Audio-visual materials are available at the Resource Center in the form of: 16mm film, video-cassettes, video-tapes, and slide tapes. These resources will support research as well as ETA related training packages.

TARGET POPULATION:

Regional office staff, prime sponsors (including sub-grantees), SEA's, and personnel from State and local government are invited to use any of the resources maintained at the Resource Center on a check out basis. Non-government persons, such as University students, are welcome to use the Resource Center's collection at the site of the Center only.

DISSEMINATION SERVICES:

Services which the Resource Center offers its clients include:

- Referral Services/Reference Assistance. The resource center staff can direct you to appropriate people, agencies, or other libraries and information services specifically suited to answer your ETA questions.
- Placement of orders for materials to be loaned from the ETA Clearinghouse as well as from other regional resource centers.
- Computer Searches. In addition to the indexed collection, Resource Center Staff can prepare annotated subject bibliographies by using the network's computer search capabilities.
- Explanation and instruction in the organization and use of the Resource Center.

CONTACT INFORMATION:

Kathi Barry
U. S. Department of Labor
Employment and Training Administration
ETA Resource Center
230 S. Dearborn, 6th Floor
Chicago, IL 60604
312/353-5061

NAME OF NETWORK:
THE VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES

ACRONYM:
V-TECS

DESCRIPTION/FUNCTION:
The Vocational-Technical Education Consortium of States was chartered in 1973 to produce valid, up-to-date materials for use in vocational-technical curricula development, program planning and program evaluation. Presently, the membership includes twelve states, the U. S. Air Force, Army, and Navy.

LINKAGES:
V-TECS Member States

Alabama	Kentucky	South Carolina
Florida	Maryland	Tennessee
Georgia	Mississippi	Virginia
Illinois	Pennsylvania	West Virginia

MATERIALS DISSEMINATED:
V-TECS products are worker-validated catalogs of performance objectives and performance guides. Using systematic development procedures, V-TECS members perform an on-the-job task analysis of an occupation, validate the tasks through a survey of workers, and from the tasks develop performance objectives with performance guides. The objectives and guides are subjected to further review by user groups prior to publication.

V-TECS Catalogs Inlcude:
- Performance Objectives
- Performance Guides
- Index of Duties and Tasks
- Equipment and Tool List
- Bibliography of Sources of Standards
- Bibliography of the "State of the Art" Literature

TARGET POPULATION(s):
Various Vocational Educators:
For Vocational Administrators V-TECS data:
- Provides current, job-related data for planning and implementing performance-based instruction.
- Provides lists of tools and equipment for use in planning and facilities purchases.
- Provides a basis for evaluating instructional programs.
- Provides a competency basis for evaluating learner progress.
- Facilitates the process of planning and evalution by making the establishment of program objectives easier.
- Aids in planning and implementing articulation between program levels.

For Curriculum Developers V-TECS data:

- Provides comprehensive, reliable, and valid job-specific data for developing performance-based curriculum.
- Provides core content for revising or developing programs.
- Assists in the identification of prerequisites required in programs.
- Provides a basis for developing criterion-referenced test terms.

For Instructors V-TECS data:

- Provides a basis for instructional planning.
- Provides a basis for instructor developed student material.
- Provides performance objectives and performance guides which may be shared with the learner.
- Provides a step-by-step performance procedure.
- Provides a standard of performance.
- Provides indicators of prerequisites needed before learner undertakes task.
- Provides a basis for evaluating learner's competency achievement.
- Provides in each performance guide a basis for sequencing the tasks in an instructional program.

For Students V-TECS data:

- Reduces training time by identifying essential information relative to a specific occupation.
- Presents information on the skills, competencies and tasks associated with an occupation.

CONTACT INFORMATION:

Dr. Ronald D. McCage
VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES
Commission on Occupational Education Institutions
Southern Association of Colleges and Schools
795 Peachtree Street, NE
Atlanta, Georgia 30365
404/897-6158

In Illinois V-Tecs catalogs are available through:
The Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, Illinois 61455
Toll-free number within Illinois: 800-322-3905

Illinois Inservice Contact:
Peggy Pool
Adult, Vocational and Technical Education
Illinois State Board of Education
100 N. First Street
Springfield, Illinois 62777
217/782-4620

State Networks

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NAME OF NETWORK:
ADULT EDUCATION SERVICE CENTERS

DESCRIPTION:

The Illinois adult basic and adult secondary education program is quite extensive and diverse. There are approximately 200 local programs which are funded by the Adult and Continuing Education Section of the Illinois Office of Education. Enrolled in these programs are more than 250,000 adults who are striving toward a high school diploma or its equivalent or, are attempting to continue their education to meet personal objectives. Staffing these programs are approximately 13,000 local teachers, administrators, and support staff. These programs are located not only in highly urbanized areas such as Chicago but also in sparsely populated, rural areas in southern Illinois.

Since the inception of funding for basic education in the mid-1960's, the Adult and Continuing Education Section has been a strong advocate of individual professional development of those involved in the field of adult basic and adult secondary education -- teachers and administrators as well as state department staff.

LINKAGES:

There is a network of adult education service centers.

MATERIALS DISSEMINATED:

- Resources in the area of curriculum and staff development for ABE/GED
- Newsletters

TARGET POPULATION:

Target groups to be served by the Adult Education Service Centers are the administrators and teachers in the ESL/AE programs and classes throughout the state of Illinois.

DISSEMINATION SERVICES:

- Provide consultative assistance
- Disseminates new materials and tests
- Provide a variety of in-service activities for curriculum and staff development.

ACCESSSING SERVICES/PRODUCTS:

Individuals who work with ABE/GED programs or are interested in obtaining information about these programs may contact the Adult Education SECTION Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

CONTACT INFORMATION:

Mr. William Reynolds
Adult Education
Illinois State Board of Education
100 N. First Street
Springfield, Illinois 62777
217/782-3370

Adult Education Service Centers

NAME OF NETWORK:
BILINGUAL EDUCATION SERVICE CENTER

ACRONYM:
BESC

DESCRIPTION:
The Bilingual Education Service Center (BESC) provides supportive services and inservice training to educational and community agencies serving the vocational education needs of limited English-speaking persons.

TARGET POPULATION:
Educational and community agencies serving the vocational education needs of limited English-speaking persons.

DISSEMINATION SERVICES:
Consultant services are provided in the areas of:

- Program development
- Curriculum materials
- Instructional techniques
- Assessment and evaluation
- Staff development

Inservice training through workshops at the local, regional, and statewide levels. Sample topics include:

- Cultural awareness
- Materials selection and/or adaptation
- Second language acquisition and development
- Instructional needs of limited English speakers
- Use of paraprofessionals and other resources

Library services -- a reference and preview library housing a multilingual, multi-media collection of instructional and professional reference materials in:

- English as a Second Language (vocational emphasis)
- Bilingual vocational education
- Career and vocational orientation
- Occupational training

CONTACT INFORMATION:
Larry Chase
Bilingual Education Service Center
500 S. Dwyer Avenue
Arlington Heights, Illinois 60005
312/870-4100

NAME OF NETWORK:
CAREER EDUCATION SERVICE CENTERS

DESCRIPTION:

The purpose of the centers is to promote career education and to aid public and private educational agencies in developing and implementing local career education programs.

The regional Career Education Service Centers provide assistance to local educational agencies in the identification, development, implementation, and evaluation of career education programs.

LINKAGES:

There is a network of regional Career Education Service Centers which maintain linkages with:

- Regional Superintendents
- Career Guidance Centers
- Centers for Educational Improvement
- CETA

MATERIALS DISSEMINATED:

The centers disseminate information, procedures, and guidelines necessary for acquiring financial support for career education.

TARGET POPULATION:

The centers provide services for all elementary, middle, and/or secondary public, non-public, independent, and parochial schools within their given regions.

DISSEMINATION SERVICES:

Dissemination of information programs and projects takes place through telephone, personal meetings, and newsletters.

ACCESSING SERVICES/PRODUCTS:

Only individuals from LEA's and ESR's can access the funds directly. Other services are available directly from the Centers to nonpublic school personnel.

CONTACT INFORMATION:

Lonnie M. Hart
Special Programs Section
100 North First Street
Springfield, Illinois 62777
217/782-5098

NAME OF NETWORK:
CAREER GUIDANCE CENTERS

DESCRIPTION:

The Career Guidance Centers' missions are in developing quality career guidance and counseling programs, providing assistance in educational and job placement, working with unique career guidance needs of youth and adult offenders, limited English speaking persons and out-of-school persons, providing programs on the changing world of work and sex equity and providing leadership for career guidance at the local level. These goals are met in a variety of ways utilizing existing resources and establishing services and activities for the geographic area served. The main thrust of each center is to upgrade, through inservice and technical assistance, the skills of personnel from educational settings and community based organizations so that they may better serve their students and clients.

LINKAGES:

- Illinois State Board of Education, Department of Adult, Vocational and Technical Education
- Network of Career Guidance Centers

MATERIALS DISSEMINATED:

The Career Guidance Centers disseminate information, products and programs on counseling, guidance, and the world of work which are developed locally, or produced through State projects. State products are mainly those developed through Research and Development grants. The programs disseminated are the ones which have been "scouted" and determined to be of value to the local needs.

TARGET POPULATION:

The primary dissemination is to counselors, teachers, administrators, and community-based agency staff.

DISSEMINATION SERVICES:

Most dissemination is done through personal contact during workshops, technical assistance in schools and agencies or in the centers' offices. Computerized career information systems and cooperatively planned credit courses are also made available. Much information is provided via the telephone.

A newsletter is published several times a year and is mailed to counselors, vocational directors, building liaison persons, administrators, agency persons, business, industry, labor personnel, state agency contacts and other persons requesting to be placed on the mailing list. For special programs, personalized letters and flyers are mailed to selected persons and groups. When appropriate, consultants are employed for programs.

ACCESSING SERVICES/PRODUCTS:

The centers work directly with practitioners. Contacts are often made through administrators.

COST:

Materials are free or inexpensive.

CONTACT INFORMATION:

Lonnie Hart
Special Programs
Illinois State Board of Education
100 N. First Street
Springfield, Illinois 62777
217/782-5098

NAME OF NETWORK:

CONSULTANT SERVICES SECTION -- ADULT, VOCATIONAL AND TECHNICAL EDUCATION, ILLINOIS STATE BOARD OF EDUCATION

DESCRIPTION:

The Consultant Services Section provides resource specialists and specialized consultive services in agriculture, business, marketing and management, health, home economics, industrial occupations, special needs and civil rights.

LINKAGES:

- Other sections of the Department of Adult, Vocational and Technical Education, Illinois State Board of Education
- Regional vocational administrators

MATERIALS DISSEMINATED:

Vocational education materials related to:

- Agriculture
- Business, marketing and management
- Health
- Home economics
- Industrial occupations
- Special needs
- Civil rights

TARGET POPULATION:

Services are available to all local educational agencies concerned with promoting, planning, implementing and developing programs at all levels of vocational ducation.

DISSEMINATIONS SERVICES:

Services are disseminated by telephone, written correspondence, consultant visit(s) to requester's school, office, etc.; requester meets consultant(s) in state office or through presentations at county institutes, teacher workshops, and other special group meetings.

ACCESSING SERVICES/PRODUCTS:

Direct request in writing or by telephone.

CONTACT INFORMATION:

AGRICULTURAL OCCUPATIONS

William Schreck
Ronald Reische
Tom Wiles

BUSINESS, MARKETING & MANAGEMENT OCCUPATIONS

Gerry B. Gaedtka
David Howerton

HEALTH OCCUPATIONS

Melba McCormick
Lorraine Summers

HOME ECONOMICS OCCUPATIONS

Catherine A. Carter
Sue Burge
Carol Ann Kiner

HANDICAPPED & DISADVANTAGED

Toni McCarty
Sharon Full

ILLINOIS STATE BOARD OF EDUCATION
Adult, Vocational & Technical Education
Consultant Services Section
100 North First Street
Springfield, Illinois 62777
217/782-4877
Louise Dailey, Manager

INDUSTRIAL OCCUPATIONS

Robert O. Metzger
John Kopatz
David L. Love

Civil Rights

Rita Kalfas
Lauren Housel
Virginia Dorn

NAME OF NETWORK:
CURRICULUM PUBLICATIONS CLEARINGHOUSE

ACRONYM:
CPC

DESCRIPTION:
The Clearinghouse provides curriculum materials developed through Illinois State Board of Education/Department of Adult, Vocational and Technical Education activities on a cost-recovery basis.

LINKAGES:
- Department of Adult, Vocational and Technical Education
- Illinois Vocational Curriculum Center
- V-TECS

MATERIALS DISSEMINATED:
- Advertising is done through displays at conventions and meetings and the CPC catalog.
- All materials advertised in the CPC catalog are available for purchase on a cost-recovery basis.

TARGET POPULATION:
- Vocational Educators
- Guidance Personnel
- Local Education Agencies
- Regional Offices

DISSEMINATION SERVICES:
Makes new and old curriculum materials readily available to users. Direct ordering of materials listed in catalog through phone or mail.

ACCESSING SERVICES/PRODUCTS
Any individual or group.

COST:
Cost of reproducing, prices listed in catalog.

CONTACT INFORMATION:

Personnel:	F. Gene Miller; Director Phyllis Loadholtz; Secretary
Address:	Western Illinois University Horrabin Hall 46 Macomb, IL 61455
Phone Numbers:	800/322-3905 (within Illinois) 309/298-1917 (all others)

NAME OF NETWORK:

DISPLACED HOMEMAKER PROJECTS -- ILLINOIS NETWORK FOR DISPLACED HOMEMAKERS

DESCRIPTION:

The Illinois Network for Displaced Homemakers is a communications network for the various displaced homemaker programs in Illinois, individual displaced homemakers, and agencies that are potential or actual service providers to displaced homemakers.

LINKAGES:

- YMCAs
- Abuse shelters
- Educational Institutions
- CETA
- Agencies on/for the Aging
- Social Securiy

MATERIALS DISSEMINATED:

Information newsletters, directory of statewide programs, resources list, model programs, funding information, scholarship and financial aid information, bibliographies, etc.

TARGET POPULATION:

Individuals who have worked at home for a significant number of years dependent upon another for their main source of income who have lost that income due to death, divorce, or loss of public assistance, and are unemployed or having difficulty finding employment.

DISSEMINATION SERVICES:

Dissemination of information is handled in three ways: telephone (mainly referrals of individual displaced homemakers); mailings (bulk and individual); and meetings (network representative is a participant).

Displaced homemakers receive referrals in counseling, training, and employment assistance. Additional information is also available on abuse shelters, public aid, immediate financial assistance and educational scholarships. Agencies can get information and technical assistance on how to start a displaced homemaker program.

CONTACT INFORMATION:

(see following list)

NAME OF NETWORK:
ILLINOIS CENTERS FOR EDUCATIONAL IMPROVEMENT

ACRONYM:
ICEI

DESCRIPTION:

The centers serve as cost-effective mechanisms that enable public and non-public LEAs to (a) become more aware of proven educational resources available to LEAs for remediating identified local and/or area needs and to (b) access technical assistance resources. The ICEIs can provide for the adoption/adaption of validated or other exemplary practices and programs to meet local and/or area educational needs.

If an appropriate resource is not available the center may fund planning/development efforts to resolve critical educational needs.

The centers deal with educational needs on both an area and individual district bases, thus responding to a district's common and unique concerns. Each center's functions are determined by a local governing board/structure, insuring that all functions will be effectively responsive to area educational needs as systematically identified by local agencies and individuals.

LINKAGES:

A network of eight ICEI's collectively encompass the entire state with their boundaries generally consistent with current educational service regions.

COST:

There are no costs to the LEA's; however, services are provided on a contractual basis.

CONTACT:

I. Mrs. Joyce Price
ICEI Project Director
Center for Urban Education
160 West Wendell
Chicago, Illinois 60610
312/641-8340

II. Dr. Larry Chase
ICEI Project Director
Northwest Educational Cooperative
500 South Dwyer Street
Arlington Heights, Illinois 60004
312/870-4100

III. Mr. Jerry Maring
ICEI Project Director
Morthwestern Illinois Association
145 Fisk Avenue
DeKalb, Illinois 60115
815/758-0636

IV. Dr. Harold Berjohn
ICEI Project Director
Peoria Public Schools
3202 North Wisconsin Avenue
Peoria, Illinois 61603
309/672-6716

V. Mr. Terry Mickle
ICEI Project Director
Quincy Public Schools
1444 Maine Street
Quincy, Illinois 62301
217/223-8700

VI. Mr. Michael McCollum
ICEI Project Director
St. Clair County Educational Annex
1505 Caseyville Avenue
Belleville, Illinois 62221
618/277-4530

VII. Mr. Dan Mash
ICEI Project Director
240 South Franklin Street
Decatur, Illinois 62523
217/423-3280

VIII. Mr. Larry Goldsmith
ICEI Project Director
908 First Avenue
Lincoln Square - New Route 13
Marion, Illinois 62959
618/997-3434
618/997-6388
618/997-6389

NAME OF NETWORK:
COOPERATIVE EXTENSION SERVICE

DESCRIPTION:
The Cooperative Extension Offices provide information to all Illinois citizens on operating efficient farm businesses, creating better homes and building better communities. The Cooperative Extension Service is a three-way partnership. The University of Illinois, the U. S. Department of Agriculture, and individual counties share in planning and financing Extension work. To make sure local people have a voice in planning, many volunteer to serve on councils.

LINKAGES:
More than 100 Extension offices throughout the state make up a vast facility for extending knowledge to all Illinois citizens.

The University of Illinois at Urbana-Champaign is headquarters for the staff of specialists in agriculture, home economics, 4-H youth work, marketing, community development, environment, and related subject, who work with county and area advisers.

MATERIALS DISSEMINATED:
Bulletins on a variety of subjects.

TARGET POPULATIONS:
All citizens of Illinois.

DISSEMINATION SERVICES:
The Cooperative Extension presents information on agriculture, home economics, 4-H youth work, marketing, community development, environment and related subjects in person, by phone, by mail, at meetings, in newspapers, and on radio and television.

ACCESS:
Individuals may access the Cooperative Extension directly.

CONTACT INFORMATION:

REGION 1
Mary M. Hoffman
Box 587
Dixon, Illinois 61021
815/288-3361

REGION 2
R. I. Bentz
1010 Jorie Blvd., Suite 300
Oakbrook, Illinois 60521
312/920-0760

REGION 3
Beatrice H. Bagby
R. R. 5
Macomb, Illinois 61455
309/837-3943

REGION 4
G. L. Dowell
U. of I. Regional Office
ICC-Interim Campus
East Peoria, Illinois 61635
309/694-4376

REGION 5
C. W. Holescher
602 S. Westgate
Jacksonville, Illinois 62650
217/245-9924

REGION 6
F. P. Graham
Suite 305 Realtors Plaza
3180 Adloff Lane
Springfield, Illinois 62703
217/782-6515

REGION 7
F. Holhubner
119 Mumford Hall
U. of I.
Champaign, Illinois 61820
217/333-2664

REGION 8
J. D. Oliver
132 North Kansas St.
Edwardsville, Illinois 62025
618/656-9227

REGION 9
C. H. Cowsert
1209 Wenthe Drive
Effingham, Illinois 62401
217/347-5126

REGION 10
J. H. Bicket
901 W. Washington St.
Benton, Illinois 62812
618/439-4371

DISPLACED HOMEMAKER PROJECTS

General Revenue Funds:

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, IL 60067

Contact Person: Rena Trevor
312/397-3000 ext. 560

Southwest Women Working Together
3201 West 63rd Street
Chicago, IL 60629

Contact Person: Judith Sedaitis
312/436-0550

Community Service Council of
Northern Will County
759 Luther Drive
Romeoville, IL 60441

Contact person: Gloria Hollister
312/759-0520

Regional Office of Education
Boone-Winnebago Counties
712 Courthouse Building
Rockford, IL 61101

Contact person: Ada Johnson
815/987-3060

Chicago City-Wide College
185 North Wabash - 8th Floor
Chicago, IL 60601

Contact person: Carol White
312/977-2538

Carbondale Women's Center
408 West Freeman Street
Carbondale, IL 62901

Contact person: Rosemary Hawkes
618/529-2412

Sangamon State University
Illinois Network for Displaced Homemakers
CC 150 D
Springfield, IL 62708

Contact person: Rita Davis
217/785-4291 or 800/252-8969

Other Funded Projects:

YMCA
Displaced Homemakers
445 Genesee Street
Waukegan, IL 60085

Contact person: Cyndy Perrigo
312/662-4247

CETA Displaced Homemaker
Project SEARCH
201 E. Grove
Bloomington, IL 61701

Contact person: Dixie Lee Lewis
309/828-0049

Target
YWCA-West Suburban Area
1 S. Park
Lombard, IL 60148

Contact person: Deanna Carr
312/629-0170

NAME OF NETWORK:
EDUCATION/C.E.T.A. LINKAGE PROJECT

DESCRIPTION:
The Education/CETA Linkage Project is a cooperative venture between the Illinois State Board of Education, the Illinois Department of Commerce and Community Affairs and Eastern Illinois University. The focus of the project is for CETA and educational programs (1) to increase communication and interaction, (2) share resources, (3) work jointly to solve mutual problems, and (4) jointly provide new or improved training programs and support services.

LINKAGES:
Illinois State Board of Education, Illinois Department of Commerce and Community Affairs.

MATERIALS DISSEMINATED:
Regional consultants disseminate information and ideas and provide the technical assistance needed to facilitate effective cooperative efforts between educational and CETA administrators.

TARGET POPULATION:
Local Education Administrators/Agencies and CETA Administrators.

DISSEMINATION SERVICES:
The project provides: (1) one-on-one consultants with administration, (2) joint problem solving meetings with CETA and Education, (3) resources to promote improved linkage projects, (4) technical assistance for improving linkage projects, (5) local workshops based on local needs for education and CETA, (6) regional conferences and workshops, and (7) access to curricula and other materials to improve programs.

ACCESSING SERVICES/PRODUCTS:
Individuals or groups may contact regional consultants for assistance.

CONTACT INFORMATION:
(see attached sheet)

CETA
EDUCATION

Education/CETA Linkages Project

Project Administrator
Nancy McIlvoy
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-5098

Fiscal Agents:
Charles Joley and
Dorothy Lawson
Eastern Illinois University
Old Main, Room 205
Charleston, Illinois 61920
217/581-3912

Evaluator
Roberta Vanover
504 E. Monroe
Suite 402
Springfield, Illinois 62701
217/528-5308

Linkage Consultants:
Region 1
Nancy McIlvoy
(address above)

Region 2
Donald R. Full
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-5098

Region 3
J. Clark Esarey
504 E. Monroe
Ridgely Bldg., Suite 402-4
Springfield, Illinois 62701
217/522-2654

Region 4
Alfred A. Redding
809 Roanoke Drive
Springfield, Illinois 62702
217/787-0970

Secretaries:
Eastern Illinois University
Julie Garrett
Eastern Illinois University
Old Main, Room 205
Charleston, Illinois 61920
217/581-3912

Illinois State Board of Education
Peggy Wahls
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-5098 or 782-4370

NAME OF NETWORK:
EDUCATIONAL SERVICE REGIONS

ACRONYM:
ESRs

DESCRIPTION:

The Service Regions form a statewide system of structures with authority to conduct services on behalf of the State for local school districts. While many of these services are supervisory, many others supplement the resources and services available within the districts.

The statutory base for most of these services is in Article 3 of the School Code. This article indicates specific duties and powers of the Regional Superintendents and makes two general authorizations:

1. To administer a cooperative or joint educational program upon request of two or more districts; and,
2. To administer educational programs which are sponsored and financed by state and/or federal agencies. (Section 3-15.14)

LINKAGES:

There are fifty-seven (57) Educational Service Regions in Illinois.

TARGET POPULATIONS:

Local Education Agencies

CONTACT INFORMATION:

REGION NAME	REGIONAL SUPERINTENDENT	TELEPHONE
Adams/Pike	James Steinman Courthouse-521 Vermont Quincy, Illinois 62301	217/223-6300
Alexander/Johnson/ Massac/Pulaski/Union	Jerry Johnson 2000 Washington Avenue Cairo, Illinois 62914	618/734-0199
Bond/Effingham/ Fayette	James F. Staff Fayette County Courthouse Vandalia, Illinois 62471	618/283-0942
Boone/Winnebago	Blanche J. Martin Courthouse-Room 806 Rockford, Illinois 61101	815/987-3060
Brown/Cass/ Schuyler	Donald H. Galloway 101 West 15th Beardstown, Illinois 62618	217/323-5559

REGION NAME	REGIONAL SUPERINTENDENT	TELEPHONE
Bureau	Charles W. Hamilton Bureau County Courthouse Princeton, Illinois 61356	815/872-4181
Calhoun/Greene/ Jersey	David S. Mills P. O. Box 409 Jerseyville, Illinois 62052	618/498-5571
Carroll/Jo Daviess	John B. Lang 330 North Bench Street Galena, Illinois 61036	815/777-2362
Champaign/Ford	George L. Merrimac 200 South Fredrick Street Box 919 Rantoul, Illinois 61866	217/893-3219
Christian/Montgomery	Vance A. Kauffold Courthouse Taylorville, Illinois 62568	217/824-4730
Clark/Coles/Cumber- land/Edgar/Moultrie/ Shelby	Robert Miller Box 340 Charleston, Illinois 61920	217/345-2306
Clay/Jasper/Richland	Samuel White Richland County Courthouse Olney, Illinois 62450	618/392-4631
Clinton/Washington	Norbert J. Moorleghen Courthouse Annex Carlyle, Illinois 62231	618/594-2432
Cook	Richard J. Martwick 33 West Grand Avenue Chicago, Illinois 60610	312/443-5000 7570 7571
Crawford/Lawrence	Bryon R. Lewis Courthouse Lawrenceville, Illinois 62439	618/943-3522
DeKalb	Horace D. Thomas 731 South 1st Street DeKalb, Illinois 60115	815/758-6661
Dewitt/McLean	R. Bruce Holcomb 312 Courthouse Bloomington, Illinois 61701	309/827-5311 ext. 276 ext. 277
Douglas/Piatt	Charles W. Edmundson 125 North Main Atwood, Illinois 61913	217/578-2824

REGION NAME	REGIONAL SUPERINTENDENT	TELEPHONE
DuPage	Harold C. Wright 421 County Farm Road Box 500 Wheaton, Illinois 60187	312/682-7150
Edwards/Wabash/ Wayne/White	Kermit O. Braddock Courthouse Fairfield, Illinois 62837	618/847-3151
Franklin	Elvis D. Nolen Box 415 Benton, Illinois 62812	618/438-9711
Fulton	Gary L. Grzanich Fulton County Courthouse P. O. Box 307 Lewistown, Illinois 61542	309/547-3041
Gallatin/Hardin/ Pope/Saline	William E. Hull Courthouse-Box 414 Harrisburg, Illinois 62946	618/253-5581
Grundy/Kendall	Richard Krase Courthouse - Room 29 Morris, Illinois 60450	815/942-0334
Hamilton/Jefferson	Richard W. Sanders Courthouse Mount Vernon, Illinois 62864	618/242-1807
Hancock/McDonough	Jack Pickard Box 556 Macomb, Illinois 61455	309/837-4821
Henderson/Mercer/ Warren	Donald Gibb 200 West Broadway Monmouth, Illinois 61462	309/734-6822
Henry/Stark	Albert G. Smith Courthouse Square Cambridge, Illinois 61238	309/937-2465
Iroquois	Clifford Bury Courthouse-Room 100 Watseka, Illinois 60970	815/432-4911
Jackson/Perry	Donald D. Stricklin Courthouse Murphysboro, Illinois 62966	618/684-2151
Kane	James L. Hanson 719 Batavia Avenue Building D Geneva, Illinois 60134	312/232-2400

REGION NAME	REGIONAL SUPERINTENDENT	TELEPHONE
Kankakee	Alan Lemon Kankakee County Office Bldg. 470 East Merchant Street Room 210 Kankakee, Illinois 60901	815/937-2950
Knox	Robert D. Peck P. O. Box 430 113 South Cherry Street Galesburg, Illinois 61401	309/343-9151 ext. 428
Lake	William J. Thompson Room A-904, County Building Waukegan, Illinois 60085	312/689-6313
LaSalle	Joe L. Mini Box 427-1400 LaSalle Ottawa, Illinois 61350	815/434-0780
Lee	Michael G. Heckman P. O. Box 348 Dixon, Illinois 61021	815/288-4405
Livingston	Wayne H. Blunier 310 East Torrance Avenue Pontiac, Illinois 61764	815/844-3189
Logan/Mason/Menard	Donald W. Splain Logan County Courthouse Lincoln, Illinois 62656	217/732-8388
Macon	Howard E. Brown Macon County Building Room 303 Decatur, Illinois 62523	217/423-3404
Macoupin	Micheal P. Verticchio Box 475 Carlinville, Illinois 62626	217/854-4016
Madison	Harold E. Briggs P. O. Box 600 210 Hillsboro Edwardsville, Illinois 62025	618/692-4530
Marion	Samuel Nall Public Services Building Salem, Illinois 62881	618/548-1073
Marshall/Putnam/ Woodford	Iner A. Anderson Courthouse - Room 103 Lacon, Illinois 61540	309/246-6175

REGION NAME	REGIONAL SUPERINTENDENT	TELEPHONE
McHenry	Edward W. Hall 2200 North Seminary Woodstock, Illinois 60098	815/338-2040
Monroe/Randolph	James M. Carpenter 146 West Market Red Bud, Illinois 62278	618/282-6244 or 6245
Morgan/Scott	Paul A. Keller Morgan County Courthouse Jacksonville, Illinois 61650	217/243-1804
Ogle	Raymond G. Appler 106 South Fifth Courthouse Annex Oregon, Illinois 61061	815/732-3201
Peoria	Kenneth A. Hinrichs Courthouse - Room 501 Peoria, Illinois 61602	309/672-6906
Rock Island	John B. Foley County Office Building Rock Island, Illinois 61201	309/786-4451 ext. 702
St. Clair	Martha R. O'Malley 10 Public Square County Building Belleville, Illinois 62220	618/277-6600
Sangamon	Harold L. Vose Room 208 County Building Springfield, Illinois 62701	217/753-6620
Stephenson	Lyall W. Taubert Courthouse 15 North Galena Avenue Freeport, Illinois 61032	815/235-8262
Tazewell	Solie G. Myers P. O. Box 699 Pekin, Illinois 61554	309/346-4114
Vermilion	James H. Ellis Room 307 Courthouse Danville, Illinois 61832	217/442-3700
Whiteside	Glenn E. Waterloo Courthouse Morrison, Illinois 61270	815/772-7201

REGION NAME	REGIONAL SUPERINTENDENT	TELEPHONE
Will	Matthew J. Racich 14 West Jefferson Joliet, Illinois 60431	815/727-8466
Williamson	Lesie McCollum Courthouse Marion, Illinois 62959	618/997-1301

NAME OF NETWORK:
GIFTED AREA SERVICE CENTERS

DESCRIPTION:

The Illinois Gifted Program offers state funds to any local school district that develops a program plan for its gifted students. Currently over 500 districts participate in that funding. Help in setting up programs and expanding them is available from nine Gifted Area Service Centers throughout the state.

These centers provide professional development for local district gifted reimbursement programs in the areas of identification, program planning, program implementation, and program evaluation. It also assists the state in dissemination of model pilot projects found to be exemplary, innovative, and cost effective.

LINKAGES:

- Illinois State Board of Education
- Local Education Agencies

TARGET POPULATION:

Teachers and coordinators who have programs funded by the Illinois Gifted Program.

DISSEMINATION SERVICES:

Information and awareness is disseminated through newsletters, inservice workshops, summer training institutes for teachers, and some direct service to identified gifted children. Often a small library of materials for loan is available. Potential users are contacted by mail and services are then provided to those interested.

Services provided by the Centers include technical assistance, inservice, summer institutes and individual consultation. The centers also assist in starting a gifted program.

ACCESSING SERVICES/PRODUCTS:

Local program coordinators who are appointed by their respective districts.

CONTACT INFORMATION:

(see the following list)

AREA SERVICE CENTERS FOR THE GIFTED

1981-82 STAFF

Region I -- Chicago

Chicago Area Service Center for the Gifted
Mr. Richard W. Ronvik, Director
Mr. Robert Todd, Coordinator-South
Mr. Thaddeus Lenart, Coordinator-West
Mr. Yossel Naiman, Coordinator-North
228 North LaSalle Street, Room 1114
Chicago, Illinois 60601
312/641-4587

Region I -- North

Area Service Center for the Gifted
Ms. Sandra Schmulbach, Director
Ms. Lorraine Plum, Consultant
Elgin Unit District #46
4 South Gifford Street
Elgin, Illinois 60120
312/888-5336

Region I -- South

Area Service Center for the Gifted
Ms. Joyce Van Tassel-Baska, Director
Ms. Anne Schuler, Consultant
Ms. Judy Lipschutz, Consultant
Matteson School District #162
21244 Illinois Street
Matteson, Illinois 60443
312/748-8118

Region II

Area Service Center for the Gifted
Mr. Curt Schmitt, Director
Ms. Maureen McKeough, Consultant
DeKalb School District #428
145 Fisk Avenue
DeKalb, Illinois 60115
815/758-7431

Region III

Area Service Center for the Gifted
Dr. Richard Youngs, Director
Ms. Marsha Tell, Consultant
401 Fairchild Hall
Illinois State University
Normal, Illinois 61761
309/436-7672

Region IV

Area Service Center for the Gifted
Mr. Terry Sherer, Director
Ms. Lawson Donald, Consultant
P. O. Box 320
Carthage, Illinois 62321
217/357-2264

Region V

Area Service Center for the Gifted
Ms. Joleen McGrogan, Director
Ms. Mary Hoag, Consultant
Box 919
Rantoul, Illinois 61866-0919
217/893-4585

Region VI

Area Service Center for the Gifted
Mr. Raymond Grinter, Director
Mr. Tom Burk, Consultant
1505 Caseyville Avenue
Belleville, Illinois 62221
618/277-4530

Region VII

Area Service Center for the Gifted
Mr. Glenn Poshard, Director
Ms. Marilyn Decker, Consultant
306 E. Church St.
Benton, Illinois 62812
618/439-9489

NAME OF NETWORK:
ILLINOIS DEMONSTRATION NETWORK

DESCRIPTION:
The Title IV, ESEA Section of the Illinois State Board of Education has funded programs for the purpose of exporting their products/processes to other school districts throughout the State. These programs have passed state and/or national validation which means they are statistically and educationally significant, cost-effective, and easily exportable from the producer location to other sites. A listing of these programs giving a description and information on target audience, program evaluation, general criteria for adoption, and availability of training and program materials is provided annually in the state booklet, "Wings of Progress".

LINKAGES:
- Local Education Agencies
- National Diffusion Network

MATERIALS DISSEMINATED:
- "Wings of Progress"
- NDN validated programs

TARGET POPULATION:
All adopter school districts must be public local education agencies. Non-public schools must be offered the opportunity to participate in project planning and operation in a public school adoption.

DISSEMINATION SERVICES:
Awareness of the programs is provided through the annual state booklet, "Wings of Progress", booths at fairs and conventions, short awareness presentations at conferences and meetings, and presentations to service clubs and civic groups.

Projects that are members of the Illinois Demonstration Network are awarded one-year demonstration grants which enable the project developers to provide inservice training, technical assistance, and minimal inservice materials for adopter school districts. After the school district makes the initial contact the training of teachers may occur at either the adopter or project site, often with other districts involved in a given training session.

ACCESSING SERVICES/PRODUCTS:
Interested Illinois school districts (district superintendents and principals) may directly contact any one of the projects for further information and/or adoption procedures. Information is also made available through the Program Services Teams and the Illinois Centers for Educational Improvement.

CONTACT INFORMATION:

Dr. Susan Richardson
ESEA Title IV N-253
217/782-3810

Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

NAME OF NETWORK:
ILLINOIS LIBRARY AND INFORMATION NETWORK

ACRONYM:
ILLINET

ILLINET

DESCRIPTION:
The Illinois Library and Information Network, coordinated by the Illinois State Library, makes the resources of all libraries in eighteen regional systems throughout the state available to the citizens of Illinois through inter-library loan.

LINKAGES:
The Network has four Research and Reference Centers and three Special Resource Centers. The Research and Reference Centers are: Chicago Public Library; University of Illinois Library, Champaign-Urbana; Southern Illinois University Library, Carbondale; and Illinois State Library. The three Special Resource Centers are: the John Crerar Library; Northwestern University Library; and University of Chicago Library.

MATERIALS DISSEMINATED:
ILLINET gives its users access to books, films, periodicals, videotapes, microforms, documents and many more materials.

TARGET POPULATION:
All Illinois citizens.

DISSEMINATION SERVICES:
- Arranges for interlibrary loan of materials.
- Specialized services are available to bring useful materials to the blind and physically handicapped, and to residents and patients of state institutions.

ACCESS:
Individuals may access the network through their local librarian.

CONTACT INFORMATION:
(see the following lists)

EIGHTEEN REGIONAL LIBRARY SYSTEMS

Bur Oak Library System
c/o Joliet Public Library
150 North Ottawa Street
Joliet, Illinois 60431
(Tel) 815/726-5394
Director: Peter J. McElhinney
President: Mary Avalos

Chicago Library System
c/o Chicago Public Library
Central Library
78 East Washington Street
Chicago, Illinois 60602
(Tel) 312/269-2900
Director: David L. Reich
President: Ralph G. Newman

Corn Belt Library System
412 Eldorado Road
Bloomington, Illinois 61701
(Tel) 309/663-2211
Director: Henry Meisels
President: Walter Lieder

Cumberland Trail Library System
12th and McCawley Streets
Flora, Illinois 62839
(Tel) 618/662-2741
Director: Glenn Dockins
President: Ray Farrar

DuPage Library System
127 South First Street
P.O. Box 268
Geneva, Illinois 60134
(Tel) 312/232-8457
Director: Alice E. McKinley
President: Richard E. Wayman

Great River Library System
515 York Street
Quincy, Illinois 62301
(Tel) 217/223-2560
Director: Stillman Taylor
President: Gretchen Nations

Illinois Valley Library System
c/o Peoria Public Library
107 Northeast Monroe Street
Peoria, Illinois 61602
(Tel) 309/672-8870
Director: Ray Howser
President: Hugo Block

Kaskaskia Library System
306 North Main Street
Smithton, Illinois 62285
(Tel) 618/235-4220
Director: Edgar W. Chamberlin
President: Donald Vanover

Lewis & Clark Library System
P. O. Box 368
Edwardsville, Illinois 62025
(Tel) 618/656-3216
Director: Jack Prilliman
President: Jerome Podesva

Lincoln Trail Library System
1704 West Interstate Drive
Box 3339 Country Fair Station
Champaign, Illinois 61820
(Tel) 217/352-0047
Director: Anthony Baldarotta
President: James Huffman

North Suburban Library System
200 West Dundee Road
Wheeling, Illinois 60090
(Tel) 312/459-1300
Director: Robert McCarren
President: Seymour Nordenberg

Northern Illinois Library System
c/o Rockford Public Library
215 North Wyman Street
Rockford, Illinois 61101
(Tel) 815/965-6731
Director: Julius Chitwood
President: Robert Plager

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River Bend Library System
P. O. Box 125
Coal Valley, Illinois 61240
(Tel) 309/799-3131
Director: George A. Curtis
President: Marilyn Boyles

Rolling Prairie Library System
345 West Eldorado Street
Decatur, Illinois 62522
(Tel) 217/429-2586
Director: C. Ray Ewick
President: Oscar W. Ansell, Jr.

Shawnee Library System
R. R. 2
Box 136A
Carterville, Illinois 62918
(Tel) 618/985-3711
Director: James Ubel
President: Don Sullinn

Starved Rock Library System
Hitt and Swanson Streets
Ottawa, Illinois 61350
(Tel) 815/434-7537
Director: Mary T. Howe
President: William Lyons

Suburban Library System
125 Tower Drive
Burr Ridge, P. O.
Hinsdale, Illinois 60521
(Tel) 312/325-6640
Director: Lester Stoffel
President: Norman Crampton

Western Illinois Library System
58 Public Square
Monmouth, Illinois 61462
(Tel) 309/734-7141
Director: Camille Radmacher
President: Kathleen Hollis

NAME OF NETWORK:
ILLINOIS RESOURCE AND DISSEMINATION NETWORK

ACRONYM:
IRDN

IRDN

DESCRIPTION:
The Illinois Resource and Dissemination Network (IRDN) is a computerized educational resource system designed to provide Illinois Local Education Agencies with information for school improvement efforts. The Illinois State Board of Education has developed this service for the purpose of sharing resources statewide and assisting school districts in acquiring and using resources for policy and programmatic decision making.

LINKAGES:
IRDN cooperates with other resource-providing agencies to extend its resource base. CEMREL, Inc., the Midwest Regional Exchange, is part of this network. Inter-organizational cooperation exists with the East Central Region Illinois Center for Educational Improvement (ICEI) which conducts the computer search service for Local Education Agencies and with the Illinois Library and Information Network (ILLINET) and its 18 Regional Library Systems which provide materials for loan and duplication to school district personnel.

MATERIALS DISSEMINATED:
Newsletters, brochures, bibliographies, and information packets. Whenever possible, the subjects of these products coincide with a conference theme, State Board of Education priorities, or other systematically identified needs.

Another product available through the IRDN is the Illinois Problems Index (IPI). The IPI is a systematic needs identification process. It enables school district personnel and community members to identify and examine educational problems or concerns currently existing in the district and to determine the level of effort and resources needed to address these problems.

DISSEMINATION SERVICES:
A data base for assisting school districts in making enrollment projections is available and a legal opinions data base is being developed.

COST:
Services are available at no cost to Local Education Agencies.

CONTACT INFORMATION:
For further information on the Illinois Data bases or the Illinois Problems Index contact:

Illinois State Board of Education
Ill. Resource and Dissemination Network
100 North First Street
Springfield, Illinois 62777
217/782-0762

- Dr. Lawrence K. Werner
  Project Manager
- Consultants: Cliff Erwin, Carl Gasaway, Ann Heelen, and Joan Rector

To request computer searches contact:

Illinois Center for Educational Improvement
East Central Region
240 South Franklin Street
Decatur, Illinois 62523
217/423-3280

NAME OF NETWORK:
ILLINOIS STATE ADVISORY COUNCIL ON ADULT, VOCATIONAL AND TECHNICAL EDUCATION

ACRONYM:
SACVE

DESCRIPTION:

The Illinois State Advisory Council on Adult, Vocational and Technical Education, known as SACVE, was established in 1969 under PL 90-576 and amended by The Educational Amendments of 1976 (PL 94-482 which also expanded its responsibilities). SACVE is an agency independent of the Illinois State Board of Education and State and local governments. The legislation required the establishment of a State Advisory Council by each state desiring to receive federal monies for vocational education.

Illinois' SACVE has 32 members which are appointed by the Governor to serve in 20 categories established by the federal legislation. Members' terms are for 3 years. The Council hires an Executive Director and selects a Chairperson, Vice Chairperson and Executive Committee. The Chairperson selects members for various committees, based on their preference, and business is then conducted by a committee system. The entire membership, however, meets at least 9 times a year.

Membership categories:

- Management
- Labor
- Agriculture
- Industrial and Economic Development
- Community Colleges
- Institutions of Higher Education, Vocational and Technical Institutions
- Special Vocational Education Experience and Knowledge
- Comprehensive Secondary Schools
- Nonprofit Private Schools
- Vocational Guidance and Counseling
- Correction Institutions
- Vocational Education Teachers
- Local Educational Agencies
- Local School Boards
- State Manpower Services Council (Illinois Employment and Training Council)
- Disadvantaged
- Sex Discrimination
- Handicapped
- General Public
- Vocational Education Students

SERVICES:

Conducts not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education programs of the State.

Provides technical assistance to Local Educational Agencies, as requested, for establishing or operating local advisory councils.

Identifies, after consultation with the Illinois Employment and Training Council, the vocational education and employment and training needs of the state; commenting at least once annually on the reports of the IETC. These comments are included in the annual report.

Listens to local ideas and concerns relating to vocational and technical education presented by interested individuals and groups so they can advise State officials of needed changes in legislation, funding, and other matters which affect adult, vocational, technical, and career education.

CONTACT INFORMATION:

State of Illinois
ADVISORY COUNCIL ON ADULT, VOCATIONAL
AND TECHNICAL EDUCATION

Members

1. Dr. Art Adams
Assistant to the President
Illinois State University
308 Hovey Hall
Normal, IL 61761
Phone: 309/438-5677

2. *Hartzel L. Black
Dean, Correctional Education
Southeastern Illinois College
Vienna Correctional Center
Vienna, IL 62995
Phone: 618/658-9090

3. Dr. Charles V. Brady
Secretary for Educational Affairs
Illinois Catholic Conference
300 East Monroe Street
Springfield, IL 62701
Phone: 217/528-9200

4. Lucinda Sue Carson
R. R. #1
Sherman, IL 62684
Phone: 217/496-2605

5. *Bendena Enrietta
Personnel Supervisor
The Pillsbury Company
P. O. Box 4107
Springfield, IL 62708
Phone: 217/528-2501

6. *Dr. Rupert N. Evans
Professor
Vocational & Technical Education
University of Illinois
Education Building, Room 188
Urbana, Illinois 61801
Phone: 217/333-2775, 0807

7. *Dr. Wayne E. Giles
V. P. for Instructional Services
Spoon River College
R. R. #1
Canton, IL 61520
Phone: 309/647-4645 - Ext. 220

8. *Dick N. Gumbel
Manager of Apprentice & Technical Training
Caterpillar Tractor Company
110 N. E. Adams Street
Peoria, IL 61629
Phone: 309/675-4446

9. *Alice Kelly
2005 Clover Lane
Champaign, IL 61820
Phone: 217/333-6914

10. Marilyn A. Kushak
Placement Specialist and Job Developer
Springfield Lawrence Adult Center
101 East Laurel
Springfield, IL 62704
Phone: 217/525-3089, 525-3159

11. Guadalupe McDougald
Assistant Dean for Administrative Services
Harry S. Truman College
1145 West Wilson Avenue
Chicago, IL 60640
Phone: 312/878-1700, Ext. 2104

12. Ronald C. Morehead
401 East Sycamore
Normal, IL 61761
Phone: 309/452-2656

13. *Richard D. Oliver
3404 Roxford Drive
Champaign, IL 61820
Phone: 217/495-2001

14. Hon. Gordon L. Ropp
State Representative
525 North East Street
Bloomington, IL 61701
Phone: 309/828-8815

15. Harold A. (AL) Sherline
Director
Mattoon Area Adult Education Center
Community Unit School District #2
1617 Lakeland Boulevard
Mattoon, IL 61938
Phone: 217/235-0361

16. Robert A. Stalls
Director
Department of Human Resources
City of Carbondale
609 East College Street
Carbondale, IL 62901
Phone: 618/549-5302

17. Mary Beth Stine
R. R. #2
Flora, IL 62839
Phone: 618/662-7241

18. *Daniel Swanson, Manager
Bloomington Area Vocational Center
1202 East Locust Street
Bloomington, IL 61701
Phone: 309/827-6124

19. Dr. Barbara Tyler
450 West Westmore Road
Des Plaines, IL 60016
Phone: 312/364-5980

20. Dr. Phillip A. Viso
Assistant Superintendent
Vocational & Career Education Program Development
Chicago Board of Education
228 North LaSalle Street
Chicago, IL 60601
Phone: 312/641-4423

21. Gustavo C. Vertiz
2152 West 24th Street
Chicago, IL 60608
Phone: 312/927-9364

22. Donna Werner
1300 Debbie Lane
Macomb, IL 61455
Phone: 309/837-2706

23. Joan Hopkins Wess
9526 South Bensley Street
Chicago, IL 60617
Phone: 312/559-9160

24. Bettye J. Woodard
1442 South 20th Avenue
Maywood, IL 60153
Phone: 312/728-7136

25. Janet York
Supervisor of Planning & Sub-Grant Development Unit
Department of Commerce and Community Affairs
320 West Washington - 5th Floor
Springfield, IL 62706
Phone: 217/785-0902

*Executive Committee

Staff: Peter Johnson, Executive Director
Carol Rhea, Assistant Executive Director
Jeane Turner, Program Associate
Marie Gonezeski, Secretary

NAME OF NETWORK:

ILLINOIS STATE BOARD OF EDUCATION: DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

DESCRIPTION:

The Department of Adult, Vocational and Technical Education, one of a number of departments within the Illinois State Board of Education, is designated to administer federal and state revenues to provide all citizens with educational opportunities in (1) vocational and technical education, (2) career education, (3) adult education, and (4) comprehensive training under CETA.

The Department is divided into one administrative unit and seven sections. These eight components are organized into four management teams which interface to provide separate but articulated services to clients.

The departmental organization has been structured to meet the mandates of federal legilsation, to compliment the goals of the State Board for employment-based education and to deliver quality education programs to all Illinois citizens who desire or require them.

LINKAGES:

- Regional Offices/Networks
- Universities
- Community Colleges
- Local Education Agencies
- National Institute of Education
- United States Department of Education

MATERIALS DISSEMINATED:

- General information
- Reports, research studies
- Supplementary and/or resource aids
- Educational products, curriculum
- Concepts, ideas, practices

TARGET POPULATIONS:

- Local Education Agencies
- Universities
- Regional offices
- Community colleges

ACCESS:

Through Local Education Agency, regional office, or direct contact.

CONTACT INFORMATION:

(see attached sheets)

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, Springfield, Illinois 62777
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION

James R. Galloway
Assistant Superintendent 217/782-4870

Teressa Rogers
Department Secretary

ADULT EDUCATION // 782-3370

William E. Reynolds, Manager
Ralph Goodman, Assistant Manger

Beverly Ralph, Secretary

English As A Second Language/Competency-Based Education . . . . . Joanna Escobar
Funds, Section Budget, 310 Projects . . . . . Jim Roth
GED Testing . . . . . Roz Petrilli
Program Budgets, Evaluation . . . . . .
Reading, Testing, Staff Development . . . . . Rodney Dinges
Reports, Forms, Data Collection . . . . . David Davidson
Title XX Projects . . . . . Gail Buoy

Region I . . . . . Betsy Heotis, 312/793-2708
Region II . . . . . Noreen Lopez, 312/882-4323
Region III . . . . . Russell Wilson, 217/742-5833
Region IV . . . . . Charmaine Young, 217/359-9124
Region V . . . . . Ray Casey, 618/273-5455

COMPLIANCE REPORTS // 782-7084 or 782-4873

Thomas F. Swoik, Manager
Elsie B. Hogancamp, Assistant Manager

Linda Atteberry, Secretary

Annual Reports . . . . . Elsie B. Hogancamp
Area Vocational Center Planning . . . . . Lavere C. Windhorst
Civil Rights Reports . . . . . Janet L. Slingsby
Occupational Information System . . . . . Mary Ann Merano
State Plans . . . . . Gerald Gladden
Property Control . . . . . James Peterman, Dick Moats
Field Auditors . . . . . Bill Bircket, Terry Brown
Roy Threlkeld, Kenton Wargo
Bernice Young
Chicago - Debra Strong Shaw

COMPREHENSIVE TRAINING // 782-4862

Delmar E. Slagell, Manager
William Grove, Springfield Assistant Manager

Barbara Braner, Secretary

Contract Administrators . . . . Richard DeHart, Jack Kraushaar, Thomas Wittmuss, Martha Wolff

Athie Garrison, Chicago Assistant Manager // 312/793-2708

LaDonna Perry, Secretary

Contract Administrators . . Guadalupe Arguello, Robert Bonner, Linda Calafiore, Evelyn Clark, Grady Gilkey, Ronald Glover, Robert Hale

CONSULTANT SERVICES // 782-4877

Louise M. Dailey, Manager — Ina Claire Daly, Secretary

Agricultural Occupations . . . . . William Schreck, Ron Reische, Tom Wiles
Business, Marketing & Management Occupations . . . . . Gerry Gaedtka, David Howerton
Civil Rights . . . . . Rita Kalfas, Virginia Dorn, Lauren Housel
Handicapped & Disadvantaged . . . . . Sharon Full, Toni McCarty
Health Occupations . . . . . Melba McCormick, Lorraine Summers
Home Economics Occupations . . . . . Catherine Carter, Susan Burge, Carol Kine
Industrial Occupations . . . . . Robert Metzger, John Kopatz, David Love

PROGRAM APPROVAL AND EVALUATION // 782-4876

John Klit, Manager — Martha Darling, Secretary
Fran Boyd, Assistant Manager

Regional Vocational Administrators

Chicago	Edward Palmer	- 312/534-5757
Suburban	Bonnie Maguire	- 312/968-7557
Region 1	Robert Wolanin	- 312/894-3932
Region 2	Philip G. Baird	- 815/625-9115
Region 3	Kathleen Roach	- 309/837-1416
Region 4	Kenneth W. Knell	- 217/586-4551
Region 5	Bernard Quigley	- 217/782-4876
Region 6	Harold Finn	- 618/242-1676
State Agencies	John Jordan	- 217/782-4877

Cooperative Education and Work-Study . . . . . John Sweeney

RESEARCH AND DEVELOPMENT // 782-4620

John Washburn, Manager — Marcia Downs, Secretary

Contract Administrators . . . . . James Haire, Richard Hofstrand, Nona Myers, Peggy Pool, Charles Schickner, Peter Seidman

SPECIAL PROGRAMS // 782-5098

Lonnie M. Hart, Manager — Elena Howarth, Secretary

Career Education . . . . . Nancy Harris
Communications . . . . . Mike Whalen
Education/CETA Linkages Project . . . Nancy McIlvoy, Don Full
Economic Development (HITS) . . . . . Jack Williams

Emerging Occupations Programs	Betty Jo Hill
Guidance and Occupational Information.	Lynn Troute, Joan Gardner, Joe Helbling
Sex Equity	Jane Adair, Sandy Eells

NAME OF NETWORK:
ILLINOIS STATEWIDE FACILITATOR

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DESCRIPTION:

The Illinois Statewide Facilitator disseminates educational programs that are developed in/by Local Education Agencies and validated by the Joint Dissemination Review Panel (JDRP) of the Department of Education. This panel has the responsibility for quality control. The Panel examines statistical data presented by each project and approves programs based on educational and statistical effectiveness. All exemplary programs validated by the JDRP are identified as National Diffusion Network (NDN) programs. Abstracts of all NDN programs are published in Educational Programs That Work.

LINKAGES:

- National Diffusion Network
- Local Education Agencies
- Regional offices/agencies

MATERIALS DISSEMINATED:

- Newsletter
- "Wings of Progress"
- Educational Programs That Work
- Information regarding validated programs

TARGET POPULATION:

Services are available to all education and related agencies in the State of Illinois.

DISSEMINATION SERVICES:

The Statewide Facilitator provides linkage service between developer/demonstrator and potential consumers, schedules all awareness and inservice training, and provides specific information on programs for district examination. The facilitator collaborates in planning for matching program alternatives with district needs.

The Statewide Facilitator distributes the NDN catalog and newsletters, makes contact with other networks and other states, and conducts mass mailings and conferences.

ACCESSING SERVICES/PRODUCTS:

The Illinois Statewide Facilitator provides the link between interested program adopters and developer demonstrators who are equipped to demonstrate, provide awareness and training materials, and technical assistance to those who adopt their programs.

Individuals can contact the statewide facilitator directly.

CONTACT INFORMATION:

Dr. Shirley Menendez, Director
Regional Office of Education
Illinois Statewide Facilitator Center for the
National Diffusion Network
1105 East Fifth Street
Metropolis, IL 62960
618/524-2664

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NAME OF NETWORK:
ILLINOIS TEACHER CENTERS

LINKAGES:
Illinois State Board of Education

MATERIALS DISSEMINATED:
Information about staff development opportunities, inservice, curriculum consultation and materials are disseminated.

TARGET POPULATIONS:
Individual teaches and paraprofessionals in public and private schools within district region.

DISSEMINATION SERVICES:
Workshop training, and courses on teaching strategies and innovations are offered.

Activities related to staff development and curriculum innovations are conducted. A place is offered for teachers to work and collect resources/ideas on an individual basis. Centers collect and display examples/ideas reflecting good teaching practices in the area. They try to respond to any request of a teacher or school in the areas of curriculum, educational practices, and teacher stress.

Information on services and activities is through newsletters, direct mailings to individuals but primarily personal contact at a user's work place.

ACCESS:
Teachers come to the Teacher Center themselves and the Center informs and secures the consent of appropriate hierarchical channels for any school and then works directly with the teachers.

CONTACT INFORMATION:

ILLINOIS TEACHER CENTERS

		Funding Source	Activities
1.	Arlington Heights Teacher Center Ridge Elementary 800 North Ferandez Avenue Arlington Heights, Illinois 60004 312/398-4287 Jim Montgomery - 312/398-4234 *Barbara Sirotin Arlington Heights, Illinois 60004 312/398-4246	Local Education Agency	In-service Curricula

		Funding Source	Activities
2.	Belleville Area Teacher's Center Dr. Thomas C. O'Brien 25 South 9th Street Belleville, Illinois 62221 618/692-2118	Southern Illinois University - Edwardsville	Curricula In-service
3.	Chicago Teacher Center Dr. Jerry Olson Northeastern Illinois University Bryn Mawr at St. Louis Avenue Chicago, Illinois 60625 312/478-2506 or 2507	Teacher Centers Program - P.L. 94-482	In-service Curricula
4.	Clinton/Washington County Instructional Material Center Jim Sprengel Courthouse Carlyle, Illinois 62231 618/526-4214	County	Curricula
5.	Education Resource Center Suzanne Ross 735 West Sheridan Road Chicago, Illinois 60613 312/935-1151	Membership Illinois Arts Council (Grant) Community Woods Foundation Sulzer Foundation	Curricula In-service
6.	Southwestern Illinois Teacher Center Dr. Don Baden Building 2, Room 1122-1123 Southern Illinois University - Edwardsville Edwardsville, Illinois 62026 618/692-3474	Teacher Centers Program P.L. 94-482	In-service Curricula
7.	Maine Township Teacher Learning Center Barbara Tafelski 8357 Harrison Street Niles, Illinois 60648 312/967-6777	Cook County Superintendent IEA, Local Civic Groups Fund Raising	Curricula In-service
8.	McKinley Park Staff Development Center Joan Morgan Lawton and Adler Joliet, Illinois 60433 815/740-3182	Local Education Agency	Curricula In-service

		Funding Source	Activities
9.	Multi-Cultural Development Center Dr. Roger Huson LaVon Wilson Lincoln Elementary School 300 South 11th Street Springfield, Illinois 62703 217/525-3028	Title VII	Curricula In-service Minimal Community Involvement
10.	Professional Development Center Dr. Jack Slaybaugh Lee Rank Crete-Monee School District 201 North Street Crete, Illinois 60417 312/672-7215	Crete-Monee School District 201U	In-service Curricula
11.	Project Stile Candy Aussieker, Don Frailey Elementary District 12 1100 North Seventh Street Breese, Illinois 62230 618/526-7128	Local Education Agency	In-service Curricula
12.	District Learning Resource Center John Bradbury 1100 West Sunset Woodrow Wilson School Decatur, Illinois 62522 217/424-3250	Local Education Agency	In-service Curricula
13.	Teacher Center Thomas O'Brien Wheeling District 21 999 W. Dundee Road Wheeling, Illinois 60090 312/537-8270	Local Education Agency	Curricula In-service
14.	Summit Hill School District #161 Teacher Center Steve Pieritz Frankfort Square Road Indian Trail School Frankfort, Illinois 60423 815/469-6993	Community LEA	In-service Curricula
15.	Teacher Center Marge Lerch Mary Ellen Sroce Brookens Junior High School 1776 East Washington Street Urbana, Illinois 61801 217/384-3681	Local Education Agency	In-service Curricula

		Funding Source	Activities
16.	Teacher Curriculum Work Center Virginia Tate Chicago, Illinois 60615 312/324-9280	Private Foundations Membership	Curricula In-service
17.	Teacher Reacher Ridge School Charlene Bessey 650 Ridge Avenue Elk Grove Village, Illinois 60007 312/593-4361	Local Education Agency	In-service Curricula
18.	The Jewish Teacher Center Fran Albert Betty Katz 161 Green Bay Road Wilmette, Illinois 60091 312/665-5658	Dolores Kohl Educational Foundation	In-service Curricula
19.	The River Bluff Teachers' Center Dr. Thomas C. O'Brien Glen Carbon Elementary School Finger Avenue Glen Carbon, Illinois 62026 618/629-2118	Southern Illinois University Edwardsville	In-service Curricula
20.	The Kohl Teacher Center Delores Solovy, David Neustaldt 415 Green Bay Road Wilmette, Illinois 60091 312/256-6056	Private Foundations Memberships	In-service Curricula
21.	The Teacher Center Project Southern Illinois University - Edwardsville Dr. Thomas O'Brien Box 49 Edwardsville, Illinois 62026 618/692-2118	Southern Illinois University - Edwardsville	In-service Curricula
22.	East St. Louis Techer Center Southern Illinois University Dr. Thomas O'Brien Box 49 Edwardsville, Illinois 62026 618/692-2118 Center Site McHenry School 2700 Summit, Room 115 East St. Louis, Illinois		

		Funding Source	Activities
23.	School District U.46 Steve Wlodarcyzk 4 South Gifford Street Elgin, Illinois 60120 312/888-5316	Local Education Agency	In-service Curricula
24.	Community Unit School District 300 Bill Stepien 405 North 6th Street Dundee, Illinois 60118 312/426-1300	Local Education Agency	In-service Curricula
25.	Macon County Teacher Exchange Mike Williams Woodrow Wilson Center 1100 West Sunset Avenue Decatur, Illinois 62522 217/429-7591	P.L. 94-482	In-service Curricula
26.	Chicago Board of Education Resource Center Roy W. Scheid, Coordinator 160 West Wendell Chicago, Illinois 60601 312/641-8348	Chicago Board of Education	In-service Curricula
	Illinois State Board of Education Arnette M. Rauschel Program Consultant 100 North First Street Springfield, Illinois 62777 217/782-3810		

NAME OF NETWORK:
ILLINOIS VOCATIONAL CURRICULUM CENTER

ACRONYM:
IVCC

DESCRIPTION:

The Illinois Vocational Curriculum Center located at Sangamon State University is funded through the Illinois State Board of Education. The IVCC provides material searches and workshops to Illinois vocational education teachers and administrators. The objectives of the IVCC are to:

- Identify curriculum needs
- Seek materials to satisfy needs
- Share materials developed within the state
- Provide materials in the form of newsletters and conference aids
- Aid in the diffusion of materials through workshops and other inservice activities

LINKAGES:

- East Central Network for Curriculum Coordination
- Adult, Vocational and Technical Education: Illinois State Board of Education
- Curriculum Publications Clearinghouse
- Rolling Prairie Library System
- ILLINET

MATERIALS DISSEMINATED:

- Reports, research studies
- Supplementary and/or resource aids
- Educational products, curriculum
- Concepts, ideas, practices

TARGET POPULATIONS:

- Local Education Agencies
- Community colleges
- Regional offices/agencies
- Illinois State Board of Education

DISSEMINATION SERVICES:

- All materials except films can be checked out for four weeks. Six materials can be checked out at a time. Materials should be returned by UPS or insured Parcel Post because patrons are responsible for all materials until they are checked back in at the Center. Materials which are lost must be replaced with duplicates, not money.

- Films are booked to go out and come back in every two weeks. Films must be scheduled through the film clerk.

- Staff provides subject searches of collection in response to phone inquiries and letters. Computer searching is now available for those

topics on which little or no information is found in the Center. Access to materials both under development and existing can be searched on BRS via data bases such as ERIC, Dissertation Abstracts, and NTIS.

- Staff is available for presentations both at the Center and for meetings and conferences anywhere in Illinois. Groups coming to the Center have access to a variety of meeting rooms which can be used in conjunction with tours.

CONTACT INFORMATION:

The Center can be reached by calling 800/252-8533 and asking for the East Central Network. The Center's main number is 217/786-6375.

Rebecca Douglass, Project Director
East Central Network for Curriculum Coordination/
Illinois Vocational Curriculum Center
Sangamon State University, E-22
Springfield, Illinois 62708

NAME OF NETWORK:
PROGRAM SERVICES TEAM (PST)

DESCRIPTION:
The Program Services Team primarily disseminates on-site technical assistance or brokers technical assistance to schools.

LINKAGES:
- Illinois Resource and Dissemination Network (IRDN)
- Illinois Demonstration Network (Title IVc)
- National Diffusion Network (NDN), Illinois Statewide Facilitator
- The Midwest Regional Exchange

MATERIALS DISSEMINATED:
Information regarding Title I, and Special Education suggestions regarding staff development and facilitation for locally defined needs.

TARGET POPULATIONS:
The primary clients of the PST are local and regional superintendents within the east-central counties of Illinois. The State is divided into five PST regions.

DISSEMINATION SERVICES:
- Direct service by the PST staff member to the requesting client; (if brokerage of service is required, the client is given viable options to meet his needs and facilitation takes place).

- Curricular improvement, staff development assistance, informational materials from the Illinois State Board of Education and interpretation of the data generated by the State Board.

ACCESS:
The service delivery is reactive in nature, therefore the staff member works primarily on a request or referral basis. The local or regional administrator usually initiates the request. Program directors (Title I, etc.) can also be served after the LEA is notified.

CONTACT INFORMATION:

Region I: Chicago - Ms. Jean Donahue, Manager
188 W. Randolph
Chicago, Illinois 60601
312/793-5560

Region II: DeKalb - Mr. Jack Stout, Manager
Northern Illinois University Campus
Graham Hall, Room 424
P. O. Box 625
DeKalb, Illinois 60115
815/288-7861

Region III: Springfield - Ms. Nan Spalding, Manager
Mr. J. Robertson, Assistant Manager

100 N. First St.
Springfield, Illinois 62777
217/782-5696

Region IV: Rantoul - Dr. Jerry Foster, Manager
Mr. James Rowe, Assistant Manager

200 S. Fredrick
Rantoul, Illinois 61866
217/333-6770

Region V: Mt. Vernon - Mr. Richard Haney, Manager
Mr. Mont Davis, Assistant Manager

601 N. 18th St.
Mt. Vernon, Illinois 62864
618/242-1676

NAME OF NETWORK:

REGIONAL SPECIAL EDUCATION SERVICE CENTERS

DESCRIPTION:

The Regional Special Education Service Centers provide classes, teachers and support services for children with low incidence handicaps -the hearing, visually, orthopedically, and multiply impaired, seriously behaviorally disordered and those students with unique and inexplicable impairments. Children are screened, diagnosed, and assessed, then provided comprehensive educational programs and services.

The Service Center consultants and coordinators identify handicapped students, supervise teachers, and plan a continuum of educational programs. Direct and indirect services vary from center to center.

LINKAGES:

- Illinois State Board of Education
- Local Education Agencies

TARGET POPULATIONS:

Users of these services include administrators, teachers, other professionals, parents, and communities.

DISSEMINATION SERVICES:

Information about services and programs is disseminated through workshops, slidetape presentations, brochures, newsletters, posters, radio, and television.

ACCESS:

An individual contacts the Service Center. After user makes initial contact (usually by phone) a meeting is set-up either at the Center, other office setting, or at home.

CONTACT INFORMATION:

	PROJECT	GOVERNING BOARD CHAIR
REGION 1	Robert VanDyke South Metropolitan Association 250 Sibley Boulevard Dolton, Illinois 60426 312/841-7800	Robert Reese President of the Board 250 Sibley Boulevard Dolton, Illinois 60426
REGION 2	Peatra Harris and Ted Lewis City of Chicago Board of Education 228 North LaSalle Street Chicago, Illinois 60601 312/641-7497	William Finch, Supt. District 17 8306 South St. Lawrence St. Chicago, Illinois 60619

	PROJECT	GOVERNING BOARD CHAIR
REGION 3	Wendell Jones DuPage/West Cook County Special Education Association 1 South 331 Grace Street Lombard, Illinois 60148 312/629-7272	Allen Anderson Board President District 44 150 West Madison Lombard, Illinois 60148
REGION 4	Myron Dagley Low Incidence Cooperative Agreement (LICA) 8157 Harrison Street Niles, Illinois 60648 312/679-7994	Edward Gilbert, Supt. District #214 799 West Kinsington Road Mt. Prospect, Illinois 60056
REGION 5	Gary Lieder Lake-McHenry Regional Program 394 Peterson Road Libertyville, Illinois 60048 312/623-0002	Larry Vuillemot 440 Grand Avenue Gurnee, Illino's 60031
REGION 6	Jerry Maring Northwestern Illinois Association 145 Fisk Avenue DeKalb, Illinois 60115 815/758-0636	Jim Clark, Supt. Batavia Unit School District #101 12 West Wilson Batavia, Illinois 60510
REGION 7	Harold Berjohn West Central Regional Educational Service Center 3202 North Wisconsin Avenue Peoria, Illinois 61603 309/672-6512	Edward Grover 345 High Point Road Peoria, Illinois 61614
REGION 8	William Ott Regional Education Service Agency 420 North Raynor Avenue Joliet, Illinois 60435 815/740-3131	Edmund R. Purpart, Supt. 420 North Raynor Joliet, Illinois 60435
REGION 9	Mike McCullum TENCO 1505 Caseyville Avenue Belleville, Illinois 62220 618/277-4530	K. Lane Miller, Supt. 2600 West Main Belleville, Illinois 62221
REGION 10	Larry Goldsmith Southern Illinois Educational Service Center 908 First Avenue Marion, Illinois 62959 618/997-3434	Gary Vaughn, Supt. Goreville Schools Goreville, Illinois 62939

NAME OF NETWORK:
REGIONAL VOCATIONAL ADMINISTRATORS

DESCRIPTION:
The nine regional Vocational Administrators assigned to the Program Approval and Evaluation Section of the Department of Adult, Vocational and Technical Education, Illinois State Board of Education provide assistance and assure direction in planning, developing, operating and improving vocational education programs.

LINKAGES:
Three Phase Evaluations Teams of the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Program Approval and Evaluation Section.

MATERIALS DISSEMINATED:
- General information
- Reports
- Supplementary and/or resource aids
- Educational products
- Concepts, ideas, practices

TARGET POPULATIONS:
Local Education Agencies (secondary districts, unit districts, area vocational centers) and State Agencies (correctional institutions and mental health agencies).

DISSEMINATION SERVICES:
The Regional Vocational Administrators disseminate information on how to write a one and five year plan and how and when to file for reimbursement.

The Regional Vocational Administrators review and recommend for approval the total vocational program for local educational agencies. They are responsible for periodic evaluation and make recommendations for improving the total vocational program in the State.

CONTACT INFORMATION:

REGION 1	Robert Wolanin 145 S. Hill Roselle, Illinois 60172 312/894-3932
LAKE AND COOK COUNTIES	Bonnie Maguire 5625 Elm Street Lisle, Illinois 60532 312/968-7557
CITY OF CHICAGO	Ed Palmer 924 Cordova Park Forest South, Illinois 60466 312/534-5759

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REGION 2	Philip Baird 1906 - 21st Avenue Sterling, Illinois 61801 815/625-9115
REGION 3	Kathleen Roach 34 Indian Trail Macomb, Illinois 61455 309/837-1416
REGION 4	Kenneth Knell 1 Wood Glen II Mahomet, Illinois 61853 217/586-4551
REGION 5	Bernard Quigley Adult, Vocational and Technical Education 100 North First Street Springfield, Illinois 62777 217/782-4876
REGION 6	Harold Finn 1316 Wilshire Drive Mt. Vernon, Illinois 62864 618/242-1676
State Agencies:	John H. Jordan Adult, Vocational & Technical Education 100 N. First Street Springfield, Illinois 62777 217/782-4877

NAME OF NETWORK:
THREE PHASE EVALUATION TEAMS

DESCRIPTION:
The Three Phase Evaluation Teams disseminate information, products, and programs provided by the Department of Adult, Vocational and Technical Education of the Illinois State Board of Education.

LINKAGES:
Regional Vocational Administrators of the Department of Adult, Vocational and Technical Education.

MATERIALS DISSEMINATED:
- General information
- Reports, research studies
- Supplementary and/or resource aids
- Educational products
- Concepts, ideas, practices

TARGET POPULATIONS:
- Secondary schools
- Post secondary schools
- State agencies

DISSEMINATION SERVICES:
Through the Department of Adult, Vocational and Technical Education the Three Phase Evaluation Teams conduct on-site evaluation every five years for each Local Education Agency.

The dissemination process occurs when team leaders go into secondary or post-secondary schools for the on-site evaluation of the Local Education Agency.

The appropriate information, products, and programs are referenced in the suggested improvements segment of the written report that is made after the on-site evaluation.

CONTACT INFORMATION:
Dr. John Klit, Manager
Program Approval and Evaluation
Dept. of Adult, Vocational & Technical Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
217/782-4876

or

Regional Vocational Administrators (see previous abstract and contact list)

NAME OF NETWORK:
TECHNICAL ASSISTANCE AND DISSEMINATION NETWORK

DESCRIPTION:
The Network disseminates materials related to serving special needs populations in vocational education and provides technical assistance related to adaption and utilization. Areas include identification, student assessment, support services, inservice education, curriculum modification, job placement and pre-employment skills.

LINKAGES:
Adult, Vocational and Technical Education; Illinois State Board of Education.

MATERIALS DISSEMINATED:
Materials related to serving populations with special needs.

TARGET POPULATIONS:
Teachers, administrators and guidance counselors in vocational education and special education at the high school level. Also, teacher educators of the same groups.

DISSEMINATION SERVICES:
The Network provides materials, technical assistance, consultation, inservice planning and assistance, conference sessions, and workshops. Mini-grants are used to encourage adoption and utilization of materials.

ACCESS:
Specialists have been hired to provide technical assistance and consultation at the local high school level. Special Needs Catalysts have been hired to facilitate staff development activities on the university level. Individuals may gain access to the services through these intermediaries or through direct contact.

CONTACT INFORMATION:

Dissemination Director:
Dr. Catherine Batsche
Turner Hall 202C
Illinois State University
Normal, Illinois 61761
309/436-6627

Special Needs Consultant:
Ms. Margaret Brewner
School District U 46
4 South Gifford
Elgin, Illinois 60120
312/888-5358

NAME OF NETWORK:

UNIVERSITY OCCUPATIONAL EDUCATION COORDINATION COUNCIL

DESCRIPTION:

The University Occupational Education Coordination Council serves as a vehicle for the coordination of statewide impetus in the preparation of occupational education professional personnel among nine higher education institutions with comprehensive vocational programs. The Council representatives meet once each month.

LINKAGES:

Illinois State Board of Education

MATERIALS DISSEMINATED:

- General information
- Reports, research studies
- Supplementary and/or resource aids
- Educational products
- Concepts, ideas, practices

TARGET POPULATIONS:

- Teacher educators
- Counselor educators
- Project Directors of Research and Development Projects

DISSEMINATION SERVICES:

Each of the nine university liaison officers serves as a linkage with the Illinois State Board of Education, Departments of Adult, Vocational and Technical Education and their respective University Advisory Committees. They work with faculty to improve vocational education's preparation of professional personnel through motivation for research proposals, dissemination of vocational literature and materials, workshops, vocational seminars, training for internships, and cooperative vocational efforts statewide.

ACCESS:

Individuals can contact council members.

CONTACT INFORMATION:

UNIVERSITY OCCUPATIONAL EDUCATION COORDINATORS COUNCIL
FY 1982 (7-1-81)

COUNCIL MEMBERS

Dr. Wilbur Campbell
Univ. Occup. Ed. Coord/Bs Ed & Admin
Box 107
Southern Illinois University
Edwardsville, Illinois 62026
618/692-2732

Dr. Thomas L. Erekson
Univ Occup Ed Coord
356 Swen Parson
Northern Illinois University
DeKalb, Illinois 60115
815/753-1306

COUNCIL MEMBERS (cont.)

Dr. Robert Ferguson (Council Secretary)
Univ Occup Ed/Bs Ed & AOM
Western Illinois University
Macomb, Illinois 61455
309/298-1404

Ms. Sylvia Gist
Univ Occup Ed Coord/Bld A Rm 211a
Chicago State University
95th Street at King Drive
Chicago, Illinois 60628
312/995-2666

Dr. Charles L. Joley
(Council Chairperson)
Director/Occup Ed
205 Old Main
Eastern Illinois University
Charleston, Illinois 61920
217/581-3912

Dr. Hercules Kazanas
Univ Occup Ed Coord/Voc & Tech Ed
347 Ed Bld
University of Illinois
Urbana, Illinois 61801
217/333-0807

Dr. Joyce Kennedy
Univ Occup Ed Coord
Governor's State University
Park Forest South, Illinois 60466
312/534-5000 (ext 2527)

Dr. Wayne Ramp
Univ Occup Ed Coord
Vocational Education Studies
Southern Illinois University
Carbondale, Illinois 62901
618/453-3321

Dr. Kathryn Smith
Univ Occup Ed Coord/HEC
202E Turner Hall
Illinois State University
Normal, Illinois 61761
309/438-2620
217/367-8872 (Home)

EX-OFFICIO MEMBERS

Mr. Dennis Howland, Asst. Director
of Career Ed Services
IL Community College Bd
3085 Stevenson Drive
Springfield, Illinois 62703
217/786-6000

Ms. Joy Janssen, Exec. Sec.
Ill. Vocational Association
2722 Leonard St.
Springfield, Illinois 62704
217/787-3751

Mr. Peter Johnson, Executive Dir
Ms. Carol Rhea, Asst Director
Advis Coun Adult Voc Tech Ed
100 No First Street
Springfield, Illinois 62777
217/782-2892

Dr. F. William Kelley, Assoc
Dir, Programs
Ms. Toni Harris
IL Board of Higher Ed
Reisch Bldg Rm 500
119 South Fifth St
Springfield, Illinois 62706
217/782-2551

Dr. John Washburn - Manager
Dr. Richard K. Hofstrand
Research and Development Section
Dept. of Adult, Voc. & Tech. Ed.
Illinois State Board of Education
100 N. First St.
Springfield, Illinois 62777
217/782-4620

NAME OF NETWORK:

WORK INDUSTRY EDUCATION LABOR COUNCIL

MATERIALS DISSEMINATED:

Primarily information is disseminated through contact with community resource persons. However, programs and curriculum information and resources on careers are also disseminated.

TARGET POPULATIONS:

Kindergarten through high school senior students can receive services. The programs and information are disseminated to elementary and secondary administrators, counselors, teachers, and CETA personnel.

DISSEMINATION SERVICES:

Bulk mailings followed by personal contact with interested persons (usually at the users workplace). Followup phone calls and mailings. Teachers, counselors and community resource people may visit the Council offices to look at brochures, films, filmstrips and other educational aids.

Community resource people are available to participate in classroom discussions about career qualifications, career information days, and individual student consultations. The council also coordinates in-service workshops, panel discussions, and college credit institutes.

ACCESS:

An individual or group contacts the Council directly.

CONTACT INFORMATION:

Paul Musgrove
Tri-County Industry Education
Labor Council
Illinois Central Community College
East Peoria, Illinois 61635
309/694-6418

V
Material Resources

Resources (forms and samples) are available to assist in planning, conducting, and assessing dissemination activities. Forms and samples developed in previous projects have been included to provide direction and to stimulate ideas. Two procedural forms are included in this section, and twenty samples are included to assist in planning, conducting, and assessing dissemination. Some of the samples may be used as is; others may need slight revision; and still others may merely provide information pertaining to the types of information to collect. Each form and sample is coded for your convenience and referred to in the text.

This section is divided into the following segments: (1) dissemination planning, (2) aids for planning dissemination activities, (3) aids for conducting dissemination activities, and (4) aids for assessing dissemination activities.

Dissemination Planning

This segment includes the "Dissemination Planning Outline" (F1) that is part of the Research and Development Section's Guidelines and Specifications for Preparing Proposals, and samples of two Dissemination Planning Outlines: (S1) Development of An Occupational/Special Needs Extern Program, and (S2) Methods and Materials for Teaching Entrepreneurship Education. Completing F2 is a requirement called for when writing a proposal for funding research and development projects. S1 is an example of a dissemination plan covering one fiscal year, while S2 provides an example of one project's dissemination plan covering three phases of funding. Also included in this section are two samples of primary product dissemination plans: (S3) Work Processing Guide and (S4) Job Creation Curriculum materials. S3 was developed for an out of state product that was chosen for widespread distribution within the State of Illinois, while S4 was developed for an Illinois project in its final phase of funding.

Dissemination Planning Outline

I. Dissemination Goal(s) of current fiscal year

A. List the products to be disseminated.

B. Identify the target group(s) for dissemination efforts.

C. Determine the extent of dissemination (awareness, understanding, decision, implementation).

II. Particular Dissemination Activities

A. List individual dissemination activities identifying for each:

1. the product to be disseminated,
2. the group that will be affected, and
3. the extent to which the activity will assist the group (awareness, understanding, decision, implementation).

B. Indicate who will be responsible for conducting each activity and if possible where each will be conducted.

III. Assessment Activities

A. List assessment efforts that will be conducted to collect information related to:

1. the effectiveness of the particular dissemination activity,
2. identification of additional assistance needs, and
3. intended use.

B. Indicate activities to be conducted 3-12 months following dissemination efforts to determine the extent to which the product is being used.

Dissemination Planning Outline

Development of an Occupational/Special Needs Extern Program

I. Dissemination Goal(s) of Fiscal Year

A. Products to be disseminated:
1. ideas, resource materials, concepts: vocational education special needs resources, needs assessment, and program improvement plans
2. model: Special Needs Extern Model

B. Target group(s) for dissemination efforts:
1. ten-twelve LEAs (local vocational and special needs personnel in administrative and instructional roles)
2. university personnel

C. Extent of dissemination (awareness, understanding, decision, implementation):
1. use of various resource materials, ideas and concepts relative to special needs program improvement by local level personnel directly involved with vocational education for special needs students
2. awareness and understanding of the Special Needs Extern Model by other Illinois universities

II. Particular Dissemination Activities

A. Four externs assist the DAVTE Special Needs Consultants of the Occupational Consultants Section in providing LEAs with in-service and technical assistance
1. respond to technical assistance request memos and telephone requests regarding information and resource materials
2. assist assigned Special Needs Consultant in conducting in-service workshops
3. record requests and responses and get feedback from assigned Special Needs Consultant
4. analyze participant evaluations of workshops

B. Provide LEAs with inservice and technical assistance to develop and implement Special Needs Program Improvement Plans
1. select 10-12 LEAs to work with
2. use Special Needs Consultant - extern team approach to contact and work with each of the 10-12 LEAs
3. decide on and plan needed activities with LEA using Needs Assessment and Inservice Planning Guide
4. formulate Special Needs program Improvement Plan for each site
5. prepare year-end report for each site
6. get feedback from Special Needs Consultant, LEA administrator report and LEA participants

C. Assist other Illinois universities to become aware and understand the Special Needs Extern Model
   1. present model at Teacher Education Consortium meeting
   2. make extern resources such as Needs Assessment and Inservice Planning Guide available and offer technical assistance on their use
   3. keep log of those who show interest, request more information, for future contact.

III. Assessment Activities

A. Keep names, addresses, phone numbers of each workshop participant and technical assistance recipient

B. Utilize case study method on sample of sites to determine the extent to which ideas and resources are used.

Dissemination Planning Outline

Methods and Materials for Teaching Entrepreneurship Education

PHASE ONE: RESEARCH AND DEVELOPMENT

I. Dissemination Goal of Current Funding Phase

A. Products to be disseminated
1. information: such materials are being developed
2. idea/concept: a body of entrepreneurial skills which can be taught and practiced

B. Target group(s) for dissemination efforts include vocational educators, entrepreneurs, business educators.

C. Extent of dissemination: the target audience will become aware that the entrepreneurship education materials are being developed and they will begin to be aware of and understand the concept of entrepreneurship.

II. Particular Dissemination Activities

A. Presentation at IVA
1. contact director to propose presentation
2. prepare presentation

B. Submit an article to journals
1. gather information on possible journals
2. write and submit article

III. Assessment activities

A. Keep log of those presentation participants with interest/ knowledge in the area.

B. Keep track of feedback and persons who show interest/ knowledge due to article.

PHASE TWO: DEVELOPMENT AND FIELD-TESTING

I. Dissemination Goal of Current Funding Phase

A. Product(s) to be disseminated
1. information
2. draft materials

B. Target group(s) for dissemination efforts include vocational educators, high school and community college teachers of business and distributive education interested in field-testing.

C. Extent of dissemination: the target audience will be given an opportunity to field-test and review the materials to decide on whether the materials are useful and effective.

II. Particular Dissemination Activities

A. Field-testing
1. contact those persons who showed interest in the materials during previous phase
2. choose field-test sites

III. Assessment Activities

A. Monitor field-testing and get feedback on physical attractiveness, and functional format as well as content and appropriateness.

B. Revise materials based on feedback

PHASE THREE: DISSEMINATION

I. Dissemination Goal(s) of Current Funding Phase

A. Product(s) to be disseminated
1. curriculum materials: entrepreneurship education curriculum materials
2. supplementary or resource aid, professional development materials: entrepreneurship education curriculum materials

B. Target group(s) for dissemination efforts
1. high school and community college teachers of business education, distributive education
2. university, community college teachers of business education preservice and inservice

C. Extent of the dissemination activities: The target audiences will become aware of the materials, understand the materials, decide to use and continue to use the materials.

III. Particular Dissemination Activities

A. To assist teachers in becoming aware of the materials
1. articles in professional journals
   a. gather information on possible journals
   b. write and submit article
   c. responses
2. submit to ERIC

3. project newsletter
    a. design
    b. content
    c. mailing list
    d. production
    e. catalog responses

B. To assist teachers in becoming aware and understanding the materials
    1. brochure
        a. design
        b. mailing list
        c. mail out
        d. production
        e. catalog responses
    2. advertise in newsletters/press release

C. To assist teachers in understanding the materials
    1. AVA convention presentation
        a. contact AVA program chairperson
        b. prepare presentation
    2. availability through the Curriculum Publications Clearinghouse and the ECN/IVCC

D. To assist teachers in understanding and deciding to use the materials
    1. regional workshops
        a. make contact with networks throughout the state that may be interested in materials, i.e., Career Guidance Centers, Illinois Centers for Educational Improvement, Work Industry Labor Councils
        b. decide on workshop sites using feedback from brochures, articles, conferences, etc.
        c. plan workshop activities
        d. advertise
        e. collect accountability information
        f. followup
    2. Trainer of trainers workshop
        a. contact University Liaison Council to identify appropriate participants
        b. decide on site
        c. plan workshop
        d. followup on participants' plans for subsequent activities, i.e., workshops, preservice, inservice use of the materials
    3. Preservice university course on how to teach entrepreneurship education
        a. develop course outline
        b. get course approved
        c. followup on students' plans for subsequent activities

E. To assist teachers in using and continuing to use the materials
   1. project newsletter (see IV.A.3 above)
      a. include names and addresses on newsletter mailing list
      b. include articles in newsletter on other users' experiences, and various ways to adapt the materials
   2. followup workshop participants or others who request technical assistance

III. Assessment Activities

A. Keep names, addresses, phone numbers of each materials recipient

B. Conduct phone survey of trainer of trainers workshop to see who and how using, if not, why not

C. Conduct sample mail survey of materials recipients to see who and how using, if not why not

Primary Product Dissemination Plan

I. Name of Product: Word Processing Guide

II. Dissemination Goal: Implementation of the Word Processing Guide developed by West Virginia.

III. Product Classification: (check one)

- ☐ General Information
- ☐ Report/study
- ☐ Supplementary and/or Resource Aid
- ☒ Educational Product (curriculum)
- ☐ Intangible Educational Output

IV. Target group(s): (check all that apply)

A. Types:

- ☐ State Personnel
- ☐ Local Administrators (specify)
- ☐ Guidance Staff
- ☒ Classroom Teachers (specify subject area) Office Occupations Teachers - Secondary Level
- ☐ Teacher Educators (specify)
- ☐ Students
  (specify grade level)
  (specify type, e.g. regular, disadvantaged, limited English proficiency, etc.)
- ☐ Parents
- ☐ Community/Business/Labor/Industry
- ☐ Legislators
- ☐ Other (specify)

B. Size:

C. Geographic Region(s): Statewide (Illinois)

V. Particular Dissemination Activities:

	Level of Assistance	Name of person/ ~~agency responsible~~ for conducting	Name of person/ ~~agency responsible~~ for follow-up
Awareness	News release to create awareness of product availability and announce workshops - submit to IVA and IBEA newsletters. CPC display at IBEA	Rebecca Douglass will write up and submit to publications. Gene Miller	G. Miller will fill CPC orders.
Understanding	IBEA Workshop-November IVA Workshop- February 1 hr. (Guide will be distributed to those agreeing to participate in followup). Availability of product thru CPC	Jean Greever (ISU) will conduct. Will be planned by Peggy Pool, J. Greever, and Carol Sanders.	Carol Sanders - workshop review. Gene Miller will collect info. on Product Receipt form - either G. Miller or C. Sanders will collect info. on usage.
Deciding	Product will include bibliography of materials available through IVCC related to business educ. and word processing. Technical assistance upon request.	Rebecca Douglass will compile bibliography.	
Implementation	User communication network established by N & A's of persons receiving the product at workshops. Technical assistance upon request.	Gene Miller will have names and addresses. Occupational consultants and other users. Coordinated by RDS and CPC.	C. Sanders will follow up 3 mo. after workshop to determine extent of use and identification of additional technical assistance.

Primary Product Dissemination Plan

I. Name of Product: Job Creation Curriculum Materials

II. Dissemination Goal: To promote implementation of the Job Creation Curriculum Materials by conducting 9 workshops in Illinois for 11 & 12 grade voc. educ. teachers in all five occupational areas.

III. Product Classification: (check one)

- ☐ General Information
- ☐ Report/study
- ☐ Supplementary and/or Resource Aid
- ☒ Educational Product
- ☐ Intangible Educational Output

IV. Target Group(s): (check all that apply)

A. Types:

- ☐ State Personnel
- ☐ Local Administrators (specify)_____
- ☐ Guidance Staff
- ☒ Classroom Teachers (specify subject area) 11 & 12 grade voc. educ. teachers in all 5 occupational areas
- ☐ Teacher Educators (specify)_____
- ☐ Students
  (specify grade level)_____
  (specify type, e.g. regular, disadvantaged, limited English proficiency, etc.)_____
- ☐ Parents
- ☐ Community/Business/Labor/Industry
- ☐ Legislators
- ☒ Other (specify) Cooperative Vocational Education in all five occupational areas

B. Size:_____

C. Geographic Region(s): statewide (Illinois)

V. Particular Dissemination Activities:

	Level of Assistance	Names of person/ agency responsible for conducting	Name of person/ agency responsible for follow up
Awareness	1. Informational brochure describing the Job Creation Curriculum Materials and advertising the workshops. A number of copies will be sent to Ill. high schools for distribution to vocational education teache-s, counselors, academic teachers, and co-op coordinators	Joan Smutny/ Nona Myers	
	2. Article in IVA Newsletter and affiliated nessletters.	Joan Smutny/ Nona Myers	
	3. Copies of the Job Creation Curriculum Materials will be sent to a random number of teachers of 11th and 12th grade students and co-op coordinators who did not attend a workshop.	Joan Smutny	Followup of these recipients will be conducted when workshop participants are surveyed.
	4. CPC advertising availability of Guide after workshops are conducted.	Gene Miller	Gene Miller will collect Product Receipt form - either G. Miller or Carol Sanders will collect info. on usage.
Understanding	1. Six co-op coordinator meetings in Chicago. 2. IVA presentation (Feb). 3. Workshop in Central portion of State (March). 4. Workshop in Southern portion of State (April). (Guide will be distributed to those agreeing to participate in followup).	Presented by Joan Smutny; planned by Joan, Nona Myers and Carol Sanders	Workshop review-- Carol Sanders. 3 month followup, DAVTE--form developed by C. Sanders.
Deciding	1. Technical assistance upon request		Joan Smutny
	2. Bibliography of materials available thru IVCC related to Job Creation Curriculum Materials	Rebecca Douglass	
Implementation	1. Technical assistance upon request		Gene Miller and Carol Sanders will facilitate arrangements.
	2. User communication network established by keeping a file of names and addresses of persons receiving the Guide at workshops.	Gene Miller will have file of names and addresses.	

Aids for Planning Dissemination Activities

This segment includes the following samples: (S5) Action Response Form, (S6) Telephone Log, (S7) Log for Managing Dissemination Efforts, (S8) Planning Outline for Particular Activities, (S9) News Release, and (S10) Awareness Technique.

You can identify needs of potential users by including a tear out, send-back form in a brochure such as S5. Telephone requests can be recorded in an orderly fashion to follow-up at a later time by using a log such as S6. S6 provides ideas for recording what was sent to whom, and when.

Ideas for recording, managing, and following-up contacts with potential users can be obtained from the Log for Managing Dissemination Efforts (S7). S7 is particularly useful when providing numerous services to various individuals/ groups.

Plan particular dissemination activities by using the outline provided in S8. This way everyone knows their responsibilities for the particular activity.

A good way to inform people of the availability of a product and advertise particular dissemination activities is to develop a news release such as S9. The release can be sent to publications that reach specific target group(s).

Action Response Form

We want you to have the opportunity to obtain any and all information you desire about experience-based education. Please respond to the following choices and return this form.

____ I plan to attend the District 113 DEMONSTRATION DAY, March 19, 1981 9:00 a.m. to 12:00 Noon at Highland Park High School, 433 Vine Ave., Highland Park, Illinois 60035. Phone: (312) 432-6510

____ I intend to bring some of my co-workers with me to the Demonstration Day. (We encourage this)

____ I would like to schedule an individual demonstration day and bring a team of my co-workers.

____ I would like to have an overview presentation made in my district.

____ I would like you to call me.

____ I would like to be placed on your newsletter mailing list.

____ I plan to call you in the future.

____ I would like you to send me printed information on:

____EBE Background
____EBE Curriculum Options
____Community Development
____EBE Funding
____Evaluation of EBE Programs
____EBE Career Guidance Materials
____The National EBE Association

____ Other Information?_____

Name: _____

Title: _____

Address: _____

_____

_____

Phone: _____ Date_____

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Telephone Log

Name_____ Address_____

Phone No._____ _____

Request: _____

_____ brochures to be sent

_____ newsletter to be sent

_____ would like a presentation in district

_____ would like a copy of the final report

_____ additional information on:

_____

_____

_____

_____ will call in the future

_____ would like me to call back in the future

_____ would like me to call: (List individuals)

_____

_____

_____

Date:_____

Log for Managing Dissemination Efforts

NAME_____ CLIENT STATUS

TITLE_____ ACTIVE_____

WORK PLACE_____ INACTIVE_____

PHONE_____

1) Original Contact

____Brochure

____Presentation

____Another Educator

____Educational Journal, etc.

____Other _____

2) Information/Services Requested	DATE PROVIDED
____General D-Day	_____
____Individual - D-Day	_____
____Presentation in own District	_____
____Phone Contact	_____
____Newsletter Mailing List	_____
____Printed Information	_____
____Background	_____
____Curriculum Options	_____
____Community Development	_____
____Funding/Financing	_____
____EBE Program Evaluations	_____
____Career Guidance Materials	_____
____Basic Competency Information	_____
____NEBCEA	_____

DATE PROVIDED

___Other _____

___Other _____

___Other _____

___Consultation _____

___Need Assessment _____

___Program Design _____

___Alternatives _____

___Implementation _____

___Public Relations _____

___Training _____

___Materials _____

___Technical Assistance _____

___Other: _____

STATUS COMMENTS: DATE OF ENTRY

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Planning Outline for Particular Activities

Activity	Materials Needed	Person Responsible	Est. Costs

News Release

ECNCC News Release

The State of Illinois has received permission to disseminate a competency based curriculum guide in word processing which was developed in West Virginia by the Vocational Curriculum Laboratory.

The *"Competency-Based Education Curriculum for Word Processing"* will be disseminated at workshops throughout Illinois, beginning with the Illinois Business Education Association (IBEA) Conference scheduled for Nov. 5-7. If a presentation is desired on the word processing materials, contact the Research and Development Section, Illinois State Board of Education at 217-782-4620.

The publication includes two volumes — a teacher's guide and a student's guide. Both bolumes contain a course outline and list of competencies. The teacher's guide includes a list of references (required, supplementary, periodicals, word processing) and the answer keys. Also included with the teacher's guide is the bibliography titled "Office" published by the ECNCC/Illinois Vocational Center at Sangamon State University, Springfield. Contained in the student's guide are student job sheets (tasks, materials needed, and learning activities) and various information sheets which pertain to the tasks.

The two guides will be sold to IL teachers by the Curriculum Publications Clearinghouse, WIU, 47 Horrabin Hall, Macomb, 61455. Orders may be placed by mail or by calling 800-332-3905 (toll free for IL residents) or 309-298-1917. The cost of the set will be $7.00. Purchased separately, the teacher's guide is priced at $2.50 and the student's guide at $5.00.

Aids for Conducting Dissemination Activities

This segment includes the following samples: (S10) Awareness Technique, (S11) Agenda and Informational Packet for a Demonstration Day, and (S12) Agenda and Conference Activities.

There are a variety of clever awareness techniques that can be used, such as S10. S10 proved successful in that it not only advertised the product but it provided a means of obtaining the names and addresses of the product recipients. The technique also was successful in getting people to visit the Curriculum Publications Clearinghouse Display at the conference.

An agenda for a conference/workshop/demonstration is a necessity. S11 provides ideas for a half-day demonstration activitiy. Additional information can be provided to those attending these activities via a take home information packet. A variety of materials could be contained in this packet; the letter of welcome and the copy of a newsletter (S11) are two examples. Additional items might include: a listing of conference participants, a map displaying the conference facility, reference materials, listing of area motel/hotels/restaurants, conference evaluation forms, and blank paper.

Planning and conducting dissemination activities makes for an organized and coordinated conference/workshop/demonstration. The amount of planning and coordination depends upon the number and types of conference activities and the number of people attending. S12 provides a sample agenda for a one-day conference during which four activities were planned. The accompanying materials concerning these conference activities provide ideas for participant organization, room set-up, activity mix and facilitator direction.

Awareness Technique

Used in Conjunction with a Round Table Presentation at the
Illinois Business Education Association Conference

(FRONT)

Redeemable at the display of the
CURRICULUM PUBLICATIONS CLEARINGHOUSE
for one copy of
BANK TELLER CURRICULUM GUIDE

$5,000

when the bearer completes information
on the reverse side of this certificate.

(BACK)

Name_____
Position_____
Address_____
_____
_____Zip____
Telephone_( )_____

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Agenda and Information Packet for a Demonstration Activity

AGENDA

9:00 - 9:30	Registration - Orientation - Packet Review
9:30 - 9:40	Introduction - Overview
9:40 - 10:00	Slide Presentation - EBE and District 113
10:00 - 10:30	Experience-Based Education - Expanded Description
10:30 - 10:45	BREAK
10:45 - 11:15	Small Group Interchange
11:15 - 11:30	Informal Time - Demonstration Table
11:30 - 11:45	Large Group Summary

EXPERIENCE-BASED EDUCATION
Township High School District 113
1959 North Waukegan Road
Deerfield, Illinois 60015
(312) 945-5440

KARL R. PLATH, Superintendent
ART NEWBROUGH, Director

November 5, 1980

GREETINGS:

The District 113 Experience-Based Education Program welcomes you to our District. We are pleased to have the opportunity to present and discuss with you the following concepts/issues;

1. Experience-Based Education - an instructional management system
2. Special Needs Students - identification and services
3. Experience-Based Education - implementation issues

You will find enclosed a variety of materials to supplement our discussions and assist you in understanding experience-based education.

We hope you will find our Demonstration Day to be informative and enjoyable.

Sincerely,

Art Newbrough
Director

EXPERIENCE-BASED EDUCATION
Township High School District 113
1959 North Waukegan Road
Deerfield, Illinois 60015

from THE BRIDGE

Volume I | EBE NEWSLETTER | Fall—1980

Alumnus Report

Positive Directions

Described by teachers and resource people, EBE alumnus John Beckman is a sensitive, caring person—one who really likes to help. Currently a senior at Deerfield High School, John entered the EBE program in the fall of 1979 with tentative career goals, indicating interest in areas of firefighting, aviation and veterinary medicine.

Because he had wanted to be a "vet" since he was small, the Deerfield Animal Hospital was developed as a site for John and was his first EBE placement in September. Dr. David Miller and Dr. Richard Lyons took notice of John's dedication to his responsibilities around the hospital and hired him as hospital assistant at the completion of his placement. Dr. Miller said that he had hired John because of his initiative, sense of responsibility and dependability. "We could call John any time of day or night and he'd be there."

In the year that followed, John has worked in all areas of the hospital, including maintenance of the kennels, sterilizing of instruments, lending assistance in anesthetizing the animals as well as acting surgical assistant—occasionally until 1:00 a.m.—with orthopedic surgeon Dr. Claude Gendreau. He has filled in for the lab technician on an emergency basis and routinely performs lab testing for heartworm and fecal parasites, working closely with the three doctors. This year he will work with EBE students requesting placement at the hospital as a resource person for the program.

"I think it's all neat and I'm learning a lot," he said with a grin.

In the year John has been at the hospital Dr. Miller smiles, "We've watched him grow from an awkward kid into a mature and valued employee."

It is apparent in talking with the hospital staff that while the environment is structured, the staff is closely knit and supportive. "It's like one big happy family. . .like being at home," John says enthusiastically. "They really like me and think I do a great job. . .it's the best job I ever had."

In the course of the school year John was involved in many placements including hospital pharmacy, Deerfield Police, Italian Kitchen, Green Bay Road School and Palwaukee Airport, but none competed with his interest in the animal hospital until his placement with the Deerfield-Bannockburn Fire Protection District. John immediately established a sound relationship with the firefighters. In addition to his daily placement he ultimately participated in 24-hour duty over a weekend, rode in the 4th of July parade, and was included in a special training session months after his placement ended.

John routinely performs lab testing for heartworm and fecal parasites.

Orthopedic surgeon Dr. Claude Gendreau is assisted by John Beckman in surgery.

Fire Chief Jack Gagne has established emphasis with his organization on the continuing education of his men in fire prevention and individual advancement in fire sciences. John is willing to meet these demanding requirements and would like to attain a lieutenant's rating which, in this fire department, includes paramedic certification. "We get far more rescue calls than fires" and he wants to be in on it all. Chief Gagne has suggested that John may be one of the first "on-call" back-up firemen to join the department. . .John will be 18 in March and has had his application filled out well in advance of the required birthday.

When asked about a career decision, John shrugs, "I really don't know." As for a preference between being a vet and firefighter, he is already formulating ideas on how to regulate his time, because "I'd really like to do both," though he knows it may be difficult.

John had a distinct advantage in his approach to EBE called positive mental attitude. Looking back on his experiences in the program, he summarized, "It was a great program. I wish I could (continue to) do it this year. There were a lot of sites I didn't get to go to."

Dan Topping

Growth— A Way of Life

The concept of growth is a way of life for Dan Topping, construction manager of the Chicago Horticultural Society's Botanic Gardens in Glencoe, Il. "Things around here are never the same," declares the retired Navy chief of 30 years. "The scene is always changing." Hired by the Botanic Gardens as a night watchman ten years ago for the original administration building and production greenhouse, now known as the Research Building and Production Greenhouse, Dan has witnessed and contributed to the development of the 300 acres over the years. From his first position his keen interest in becoming a part of the expansive progress brought him increasing responsibilities and ultimate pride in playing his vital role in this magnanimous project.

Today, he supervises a crew of 20 men in the summer and 6-8 in the winter, who are responsible for the installation and maintenance of the irrigation systems, all landscape construction, flower show preparation and existing building modification.

Married for more than 25 years, the Waukegan resident is a natural teacher of young people. "Over the years I've had maybe 300 young fellas come and go" and he still maintains contact with many of them. As an EBE Resource Person, Dan was one of the first to participate in the program along with Lucy Valentine, Children's Education Director for the Botanic Gardens. Both have devoted immeasurable time, patience, energy and knowledge to a steady flow of EBE students, several of which were offered full-time summer jobs in Dan's department.

"I don't know about some of these kids today," he scowls with a tell-tale twinkle, referring to the young population in general. "They seem to be afraid of hard work or somethin'." But under Dan's watchful eye the work gets done and done well. Under a shy and gruff exterior beats an old-fashioned heart of gold that young and old respond to immediately. His straight-forward manner and vast knowledge command respect and leave no doubt of his sincerity.

Dan will retire for the second time in 1981, at which time he'll perhaps vacation in Arkansas and see a few more of his favorite ball games. He leaves behind him an enduring legacy of devotion to the Botanic Gardens and to EBE students, where, and in whom he made certain all things grew, nourished with lots of love.

That which he has given he receives. . .we love you, Dan. Godspeed! We'll miss you!

BRIDGING THE GAP

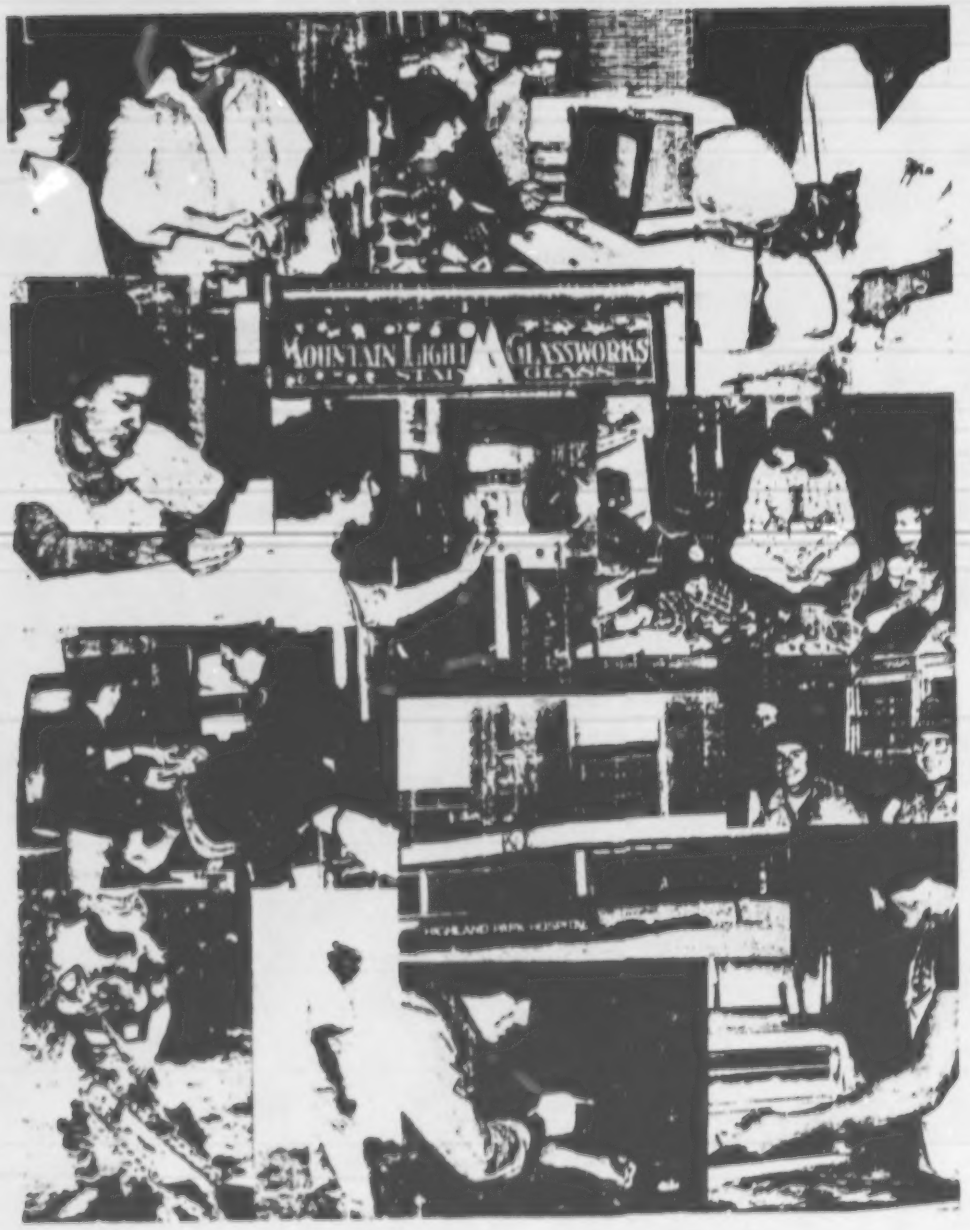
Meet the Staff

ARTHUR NEWBROUGH, former Deerfield graduate and current director of the EBE program has contributed to District 113 in many areas. Besides his administrative duties in EBE, he serves as a counselor for high need students and as assistant varsity football coach. Before EBE came into his life, he was actively involved in career education. He developed the Career Education Resource Center and improved it to the point that it serves the needs of many students. First introduced to EBE at a state career education conference in 1977, he saw this program as an exciting course alternative which could benefit our students. His energetic and enthusiastic manner is infectious and it is easy to see why the EBE concept was successfully promoted in District 113. Through EBE he has also served as presentor at several career education workshops around the state and currently he and Mr. Swanson are involved in training other area schools in the EBE concepts. Involved educator and father of two children, he still has managed to find the time to serve as a school board member for the elementary district in McHenry where he lives.

JIM SWANSON, EBE learning coordinator at Highland Park High School, has served District 113 as a teacher in science and special education and as a coach in track and soccer. Always interested in individualized instruction, the EBE concept presented a new dimension of this interest. Prior to his involvement in EBE, he participated in institutes and workshops in which science materials were developed that stressed individualization. He also became involved in a curriculum project for Florida State University which set out to pilot test and revise the Individualized Science Instructional System. Besides serving as learning coordinator, Jim also teaches two classes of science and a night school course in career and life planning. Jim was introduced to the EBE concept in 1978 and became committed to this innovation as he felt it provided an alternative for special needs students. He feels we provide for these students at the freshman and sophomore levels and through EBE we can provide for continuity in their upper level courses by supplying worthwhile career experiences.

KAREN DUHIG, new to the EBE program this year, has worked at Deerfield High School for the past six years in various capacities. Employed by the special education department as a reading teacher both full and part-time, she cultivated programs at the advanced, remedial and developmental levels. She has also helped to identify potential problem learners through analysis of incoming test scores and individual diagnostic testing. Feeling that change is a positive step toward growth for a teacher, she readily accepted the role as learning coordinator for the Deerfield EBE program. She feels EBE provides a tremendous opportunity for those students asking "What do I do after graduation?" Mother of two preschool age children, she has found the career combination of teaching and mothering leaves little time to cultivate a former interest in tennis, but feels some day that hobby will come back in perspective.

BEVERLY BLIETZ, the site analyst/placement coordinator came into the EBE program with a wide range of experiences—all conducive to her public relations role. She served as Volunteer Pool enrichment coordinator for Deerfield High School, college representatives' hostess and computer terminal operator in the College and Career Resource Center. When presented with the EBE concept, she felt very akin to this program as she knew of several students EBE could have served. Thus Bev was launched into a career in public relations where she has served as an invaluable member of the EBE team, developing over 100 sites in local communities. Although kept busy as the mother of three children, the Northwestern University graduate finds time to pursue her hobby in aviation. She currently serves as Accident Prevention Counselor for the FAA and Director of Safety Education for the Chicago Area Chapter of the Ninety-Nines, International Organization of Women Pilots.


MOUNTAIN LIGHT
GLASSWORKS

New Horizons

An important part of the EBE program is on-going site development as a necessity in providing for individual student needs. We are pleased to welcome the following sites to our growing number of community classrooms:

Champion Stables—Shannon Wolfe and John Melinsky—formerly the Blue Ribbon complex—boards privately-owned horses and provides livery and school horses for public use.

FAA Midway Airways Facility Sector—Headlee Burdette—servicing electronic equipment necessary for safety and navigation in aviation.

Fort Sheridan—Robert Jordan and Janet Russell—providing training and career management for civilian employees.

Glenview Naval Air Station—Naval Oceanography Command Detachment—Warrant Officer James Fletcher—providing meteorological services for the military in aviation.

Goodyear Tire & Rubber Co.—Jim Vitek and Fred Meyer—traditional automotive services, specializing in tires.

Horst-Giovanni Country Studio—Horst Lutz—traditional services in cosmotology.

Old Elm Club—Don Wegrzyn—offering insight into careers of professional athletes, club management.

William Paulsen—traditional services in carpentry.

Frederic Prete Ltd.—Frederic Prete—designer of fine jewelry, goldsmith.

Opus Recording Studios—Tony Pettinato—careers in sound engineering.

Opus Music Publishers—Duane McDowell—publishing, printing and distributing music.

Stratford School—Pat Pienkos—teaching pre-school moderately handicapped children.

IVI Travel—Rich Incandela—reservation services for corporate clients.

Federal Helicopter—Bill Pruzan—in-flight and ground school training for helicopter pilots.

Deerfield Courts—Gene Deutch and Ray Cleary—careers in club management.

Recalled to Duty

Experiences for our EBE students continue to expand beyond the usual. On September 25 Brian Leahy of this year's EBE class and Jim Schumacher and Brad Hyman of last year's class accompanied several members of the Highland Park Fire Department to the training tower located at the site of the Winnetka Public Works Department. On this site is a brick, concrete and steel 4-story structure used for the training of new firemen. A smoldering fire is set on ground level and a fire is raging on a sofa with a mannequin waiting to be rescued. Under supervision of an experienced fireman, some of the new recruits don air tanks and enter the building to rescue the "victim."

The experience, as related by Brad Hyman, former EBE student, can be very exciting and is most definitely realistic. Brad with two other Highland Park students threw water while he waited for the first crew to rescue the dummy. Then it was his turn. He was sent in with Chris, a recruit or experienced fireman, and they searched the first two floors to no avail. Brad couldn't see his partner at all and had to rely on auditory cues to determine where Chris was. Finally on the third floor Brad discovered the dummy hidden behind some furniture. In seconds, they retrieved the victim, rushed her downstairs and outside and immediately began administering CPR.

It's easy to see why people in Highland Park can feel relatively secure knowing their fire department has undergone this type of training, as this procedure comes very close to duplicating reality. This annual training exercise is not only used to prepare new recruits, but also to provide experienced firemen with the opportunity to test new tactics. According to Assistant Chief Sneider, this experience cannot be matched and it is the only way men can practice the firefighting concepts they have learned.

Much thanks to the Highland Park Fire Department for sharing this experience with our EBE students.

Posting the Goals

Because EBE is such an individualized program, each student has different goals and expectations regarding this course. In this first edition of *From the Bridge*, we felt it important to share some of the comments students made when asked "What do you hope to gain from EBE?"

Lloyd Trachtenberg (Sr. DHS)—I plan to gain insight into different career areas based on my experiences at different job sites. With this information I can decide easier possibilities of future careers for myself.

Lisa DeGeorge (Sr. DHS)—EBE gives me a good choice of what I'm most interested in and what I want to go into when I get older. It will also help me establish good working habits.

Colleen Regan (Sr. DHS)—I hope to gain more information about different occupations and expand my future. I also hope EBE will help me reach a point where I can explore the community and learn to work with all different types of people.

Jackie Steele (Jr. HPHS)—EBE provides an early chance to explore the different kinds of work available around me and to get a better idea of what I want to do in the future.

Brian Leahy (Sr. HPHS)—I hope to get an understanding of certain fields of work in which I am interested. It could help me to find an exciting job I had never thought I would find interesting.

Glenn Zelinsky (Sr. DHS)—In this day and age eight years at college is not always the correct route for everyone; I thank EBE for showing us some alternatives.

Sara Trethar (Sr. HPHS)—I hope to experience enough different sorts of work situations that I can start making decisions about the rest of my life.

From the Director's Desk

I'd like to take this opportunity to extend our sincerest appreciation to our resource people for the quality of community participation we have had with the EBE program. Since the program's beginning in 1979 over 125 individual community classrooms have been developed in the eleven surrounding communities. Last year the 24 participating students had 168 different placements—of an average duration of 3.7 weeks—yielding approximately six placements for each student.

As you noted in the 1979-80 evaluation summary distributed in September, your involvements provided the foundation for near-perfect positive responses from EBE students and their parents. The willingness of caring communities to work with the schools through EBE continues to have significant impact in providing an excellent learning alternative for our students in both high schools.

I would like to express my appreciation also to those who are serving on the EBE Community Advisory Council. The council basically functions to provide a channel of communication between the EBE program and the community. Last year EBE program and its processes developed operational by-laws, met with the EBE students, staff and community resource persons, in addition to facilitating the development of some new experience sites during the year. The advisory council is composed of the following persons:

Mr. Jack Clever—Landscape Designer

Mrs. Dorothy Collins—Chairman, Deerfield Volunteer Pool

Mrs. Virginia Collins—Executive Director, Highland Park Chamber of Commerce

Mr. Tom Creighton—Deerfield Youthbound Director

Mr. Herb Hallberg—Program Director, WVVX FM Radio

Mrs. Gail McCraven—Sales Associate, Quinlan & Tyson

Mr. Bart Moran—Chief, Highland Park Fire Department

Mrs. Karen Trom—Learning Co-ordinator (DHS teacher on leave of absence)

Mrs. Jan Zobus—Administrative Assistant for Representative Betty Lou Reed

The first meeting of 1980 was held on October 17. Anyone interested in joining the council of attending one of our meetings should call me at 945-5440.

Lastly, we want you to be aware of our Demonstration Day scheduled for November 5 at Deerfield High School, 9:00 a.m. until 12:00 noon. The major purpose is to share the EBE concept and our experiences with educators from the Northern Illinois area. Anyone interested in attending or participating should contact me. A second demonstration day is scheduled for March 19 at Highland Park High School in which we will target for a greater statewide visibility.

Again, we appreciate your interest and support of EBE. Should you have any questions or suggestions, I would enjoy hearing from you.

Art Newbrough
Director

HIGHLAND PARK - DEERFIELD HIGH SCHOOL DISTRICT
DEERFIELD HIGH SCHOOL
1959 NORTH WAUKEGAN ROAD
DEERFIELD, ILLINOIS 60015

Agenda and Conference Activities

AGENDA

Dissemination and Utilization (D&U) of Research and Development (R&D) Program Improvement Products
Regional Meeting
Room 322, University of Illinois Union
Urbana, Illinois
February 25, 1980

9:00 - 10:00	Opening Remarks and Overview *Illinois State Board of Education* *University of Illinois* Information Networks
10:00 - 10:15	Break
10:15 - 12:00	Identification of D&U System Priorities
12:00 - 1:30	Lunch
1:30 - 2:30	D&U Techniques and Strategies
2:30 - 2:45	Break
2:45 - 4:00	Identification of D&U Strategies for R&D Products Wrap-up

CONFERENCE PLANNING AND ACTIVITIES TO CORRESPOND WITH AGENDA ON PRIOR PAGE

D & U Conference, Participant Arrangement

1. Order room set up to have 4 tables with 8 chairs around each. Arrange to have flip chart for each table.

2. Using participant list to assure group mix, assign 4 groups.

3. Assign facilitators to each group.

4. Using 4 colors of folders, color code the groups for activity purposes. Include information for each group in folders according to color code. Attach individual name tags to appropriate folder.

D & U CONFERENCE, FACILITATORS NOTES

ACTIVITY 1: INFORMATION NETWORKS

Lead-in: We recognize that there are several parts of the dissemination system in Illinois which serve various groups. You all represent a diverse population and, as such, have differing familiarity and use of agencies involved in the dissemination process. We would like to assess your familiarity and past use of these agencies; do a little data gathering on what is happening right now. If the list with all the titles and acronyms seems a bit overwhelming we've included information on a number of dissemination networks in your colored folders. Please fill out the "Information Network Form" now to help us see the big picture of where you're at now regarding familiarity and use of dissemination networks in the State of Illinois. (See activity on Page .)

ACTIVITY 2: IDENTIFICATION OF D & U SYSTEM PRIORITIES (blue cards)

Lead-in: The first activity on information networks revealed a number of agencies involved in some way with dissemination with various groups. At the present time there is no systematic dissemination system established. With that in mind we'd like you to answer the following question:

As a person involved with R & D program improvement outputs, you have been asked to develop a dissemination system that would effectively meet your needs. What are your three (3) most important needs that this effective dissemination system would meet?

1. Have each person answer using 3 blue index cards.

2. Have the group count off and appoint #2 chairperson and #4 recorder/reporter.

3. Using the flip chart the recorder should write down everyone's 3 needs. This will most probably involve some combining of responses.

4. After listing have the group prioritize into the top five (5) needs. Vote for 5 then vote #1 vote on all 5.

5. All needs should be listed in priority order on the blue summary sheet.

6. Groups BLUE and ORANGE and Groups YELLOW and BEIGE get together and repeat step 3 to come up with their top 5 needs.

7. The chairpersons and recorders from Groups BLUE and YELLOW act as the chairpersons and recorders for the combined groups.

8. The top 5 needs for the 2 combined groups are reported to the large group.

9. All needs should be listed in priority order on the Blue summary sheet.

Facilitator's Role: To clarify statement. Talk about individual involved, i.e. producer, user, linker, who are all looking from a different standpoint.

ACTIVITY 3: D & U TECHNIQUES AND STRATEGIES (yellow cards)

Lead-in: The goal of research and development efforts is to improve programs. You've all been involved in the dissemination of R & D program improvement products in some way i.e., as a user/producer/linker and have had different experience with different techniques and strategies. Naturally you may have found some techniques more effective than others or have thought of a new technique that for you would be more effective. With that in mind please answer the following question:

List three (3) techniques or strategies you feel are effective in getting products which are developed through research and development efforts used on the local level.

1. Have each person answer using 3 yellow index cards.

2. Have the group remember their numbers or count off again and appoint #1 as chairperson and #5 as recorder/reporter.

3. Using the flip chart the recorder should write down everyone's 3 techniques. This will probably involve some combining of responses.

4. After listing have the group prioritize into the top five (5) techniques. Vote for 5 then vote #1 vote on all 5.

5. All techniques should be listed in priority order on the yellow summary sheet.

6. Groups BLUE and BEIGE and Groups YELLOW and ORANGE get together and repeat step 3 to come up with their top 5 needs.

7. The chairpersons and recorders from Groups BEIGE and ORANGE act as the chairpersons and recorders for the combined groups.

8. The top 5 needs for the 2 combined groups are reported to the large group.

9. All techniques should be listed in priority order on the yellow summary sheet and marked "Combined BLUE and BEIGE" or Combined YELLOW and ORANGE."

Facilitator's Role: Clarify statement. Encourage them to expand their thinking and not put down just the common things. Suggest not only what they've been involved in but what they think may be effective. Maybe they want to think back on their needs and try to come up with some techniques that would be effective in meeting those needs. They can also think of other disciplines besides education.

ACTIVITY 4: IDENTIFICATION OF D & U STRATEGIES FOR R & D PRODUCTS

Lead-in: In the previous activity we thought about techniques for research and development products usually having curriculum materials and services in mind. As the handout grid shows there are numerous kinds of R & D products. Go over the 4-level definitions of D & U. Perhaps different kinds of products require different methods of dissemination. Please indicate on your grid the most effective way of disseminating the four different groups of output. Indicate with a check mark for each item under each of the 4 headings the most effective level of dissemination.

1. Let them fill out their grids.

2. Have the groups remember their numbers or count off again and appoint #3 as chairperson and #6 as recorder/reporter.

3. Come to some concensus and mark the group response on the Grid Summary sheet.

4. Also have them discuss the "other" under the output categories.

Facilitator's Role: Clarify instructions and 4-level definitions. Maybe talk about examples of the output categories.

WRAP-UP

ACTIVITY #1: INFORMATION NETWORKS

Indicate your job title _____

Indicate below whether you are aware of each of the following agencies and whether you have used their services within the past year

Agencies	Are Aware	Used Services Past Year
1. ERIC (Educational Resources Information Center)		
2. Occupational Education University Liaison Council		
3. ECN/IVCC (East Central Network/Illinois Vocational Curriculum Center)		
4. Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, Occupational Consultants		
5. Educational Service Region Superintendents		
6. IRDN (Illinois Resource and Dissemination Network)		
7. Program Service Teams		
8. Career Education Service Centers		
9. Career Guidance Centers		
10. Special Needs Consultants		
11. Regional Vocational Education Administrators		
12. Displaced Homemaker Centers		
13. Work Industry Education Labor Councils		
14. Adult Education Service Centers		
15. Centers for Educational Improvement		
16. Teacher Centers		
17. Curriculum Publications Clearinghouse		
18. Education/CETA Linkages Project		
19. Gifted Area Service Centers		
20. Indicate other agencies you know of		

ACTIVITY 4: GROUP SUMMARY SHEET

Identification of D & U Strategies
for R & D Products

R & D Outputs	Spread	Exchange	Choice	Implementation
Information				
1. Bulletins/Guidelines i.e., document 1, State Plan				
2. Public Relations Materials i.e., Brochures, Workshop announcements				
3. Rules and Regulations i.e., Federal Register				
4. Other: _____				
Reports				
1. Research Studies				
2. Final Project Reports				
3. Other: _____				
Materials				
1. Curriculum Materials				
2. Curriculum Guides				
3. Professional Development Materials				
(All of these materials could be in the form of models, concepts, processes, audio-visuals, etc.)				
Services				
1. Dissemination Workshops				
2. Technical Assistance Training				
3. Other: _____				

NIE Dissemination Analysis Group definitions of levels of dissemination, 1977.

SPREAD: One-way casting out of knowledge in all its forms: information, ideas, and materials; "as though sowing seeds."

EXCHANGE: Two-way or multi-way flow of information, products, ideas, and materials as to needs, problems, and potential solutions.

CHOICE: Facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices, and other knowledge that can be used for the improvement of education.

IMPLEMENTATION: Facilitates adoption/adaption, installation, and improvements.

Aids for Assessing Dissemination Activities

Assessment activities, as with all dissemination activities, occur throughout project efforts and continue into the post-funding period. Therefore, this segment is divided into assessment activities that occur during funding and those that occur after funding.

Assessment during project efforts includes: (F2) Primary Product Quality Assurance Rating Form, (S13) Product Distribution Form, (S14) Evaluation/ Feedback, (S15) Presentation Review, and (S16) Conference Summary.

The following procedures have been determined for assuring quality of primary products developed as a result of funded research and development program improvement projects.

1. Review of primary products during early developmental phases is conducted by the contract administrators through the review of quarterly and final reports, product drafts and periodic personal contact. This review indicates the extent to which project objectives and procedures are met in development of the primary product.

2. Review of primary products prior to printing is conducted by the Dissemination Committee and/or its designees using the "Primary Product Quality Assurance Rating Form" (F2). Before printing, primary products must meet the minimal points for acceptable quality. Persons reviewing the primary products are chosen by the project contract administrator. The review team usually consists of:

Representative Groups	No. of Representatives
- contract administrators	1
- occupational consultants	1
- dissemination committee	1
- primary target audience	2-3

For accountability and possible follow-up purposes, when distributing program improvement products it is exceedingly important to obtain the names and addresses of persons who receive copies. The list of product recipients can be used at a later date to draw a sample from which to obtain information regarding product use and effectiveness. Obtaining names and addresses is not an easy task. S12, the Product Distribution

Form, provides one idea for accomplishing this task. A postcard could be attached to all products distributed through a conference/workshop/presentation with the request that the information be supplied immediately. This presents problems as people, for various reasons, leave presentations without supplying the requested information. Another idea is to have persons supply the information requested in S13 prior to receiving a copy of the product.

Assessment of individual dissemination activities are needed in order to determine if the activities accomplished what you had intended. This information is most useful in planning additional activities. Furthermore, individual activity assessment provides a means of identifying additional assistance needs of potential users. S14 and S15 provide ideas on the types of information to collect.

It is also necessary, after conducting dissemination efforts, particularly conferences/workshops, to summarize the results of the activities conducted. S16 provides a sample of how a conference summary can be compiled. S16 is a summary of the Agenda and Conference Activities of S12. Information of this nature provides data for on-going project efforts and identifies additional needs and concerns. It is a way of identifying "what is" and "what should be", two types of information needed to establish priorities for planning additional project activities.

As mentioned before, assessment also occurs after funding has been terminated. Post-funding assessment samples included are: (S17) Action Plan Follow-Up, (S18) CARE Kit Follow-Up, (S19) Selected Product Follow-Up, and (S20) R & D Product Distribution Follow-Up.

Follow-up of R & D products three to twelve months after product distribution is necessary in order to glean information on product usage as well as information pertaining to additional assistance needs. S17, S18, and S19 provide ideas for follow-up questions to obtain information regarding particular R & D products. S20 could be used for any product.

Primary Product Quality Assurance Rating Form

Product Title:_____

A. Classify the product to be disseminated (indicate classification and type)

Classification	Type
☐ 1. General Information	☐ 1.1 Bulletins/Guidelines
	☐ 1.2 Public Relations Material
	☐ 1.3 Rules and Regulations
	☐ 1.4 Policies and Procedures
	☐ 1.5 Other_____
☐ 2. Reports/Studies	☐ 2.1 Research Study
	☐ 2.2 Project Final Report
	☐ 2.3 Bibliography
	☐ 2.4 Other_____
☐ 3. Supplementary and/ or Resource Aid	☐ 3.1 Handbook
	☐ 3.2 Program Management Aids
	☐ 3.3 Resource Guide
	☐ 3.4 Other_____
☐ 4. Educational Product	☐ 4.1 Curriculum Materials
	☐ 4.2 Instructional Materials
	☐ 4.3 Professional Development Material
	☐ 4.4 Other_____
☐ 5. Intangible Educational Output	☐ 5.1 Model
	☐ 5.2 Concept
	☐ 5.3 Practice
	☐ 5.4 Program
	☐ 5.5 Other_____

B. Review and Rate the product using the established criteria for each appropriate section and classification (see A).

Section 1. Rate regardless of product classification. Circle your response.

Criteria	not at all			absolutely
1. Content is accurate and current.	0	1	2	3
2. Content is easily understood.	0	1	2	3
3. Content is free of sex role bias and stereotyping.	0	1	2	3
4. Format is presented in a useable manner.	0	1	2	3
5. Physical appearance is attractive.	0	1	2	3
6. Product is packaged in a readily useable form.	0	1	2	3

Section 2. Rate ONLY if classified a research study (see A 2.1)

7. There is evidence that "good" research processes were used: (e.g., quality and quantity of references), thorough investigation of topic, adequate analysis of findings, conclusions legitimately drawn from findings, etc.).				
a. quality and quantity of references	0	1	2	3
b. thorough investigation of topic	0	1	2	3
c. appropriate research methods	0	1	2	3
d. adequate analysis of findings	0	1	2	3
e. legitimate conclusions drawn from findings	0	1	2	3
8. The minimum standards for replication are indicated.	0	1	2	3

Section 3. Rate for product classifications 3, 4, and 5 (see A).

9. Format is designed for flexibility (content can be used in whole or in part - can be adopted or adapted to meet local needs).	0	1	2	3
10. The product has been demonstrated to be effective.	0	1	2	3
11. The product could be reproduceable at minimal cost.	0	1	2	3

C. Summarize the Ratings

1. Total the points for each section and record below:

	Rating	Possible Points
Section 1	_____	18
Section 2	_____N/A	18
Section 3	_____N/A	9
TOTAL	_____	45 (sections 1, 2, & 3)
		27 (sections 1 & 3)

2. Determine quality rating of product

Product Classification	Quality Rating Circle total rating (see C.1) according to Product Classification (see A)		
	Unacceptable	Acceptable with Revisions	Acceptable
2.1 General Information	0-9	10-13	14-18
2.2 Research Study	0-19	20-27	28-36
Reports/Studies	0-9	10-13	14-18
2.3 Supplementary and Resource Aid	0-14	15-21	22-27
2.4 Educational Product	0-14	15-21	22-27
2.5 Intangible Educational Output	0-14	15-21	22-27

If unacceptable or acceptable with revision, please indicate by section your recommendations for improvement.

Section 1: _____

_____

_____

Section 2: _____

_____

_____

Section 3: _____

_____

Product Distribution Form

(Post card - attach to product disseminated)

(code presentation - in-service, etc.)

Name of product:

Dissemination of Vocational Education Program Improvement Products -- Awareness Folder

Name _____ Position _____

Address _____ phone (office) _____

_____ phone (home) _____

_____

Please indicate the number of copies you received _____

(Type return address) (may want to provide postage)

University of Illinois
Dissemination Project
32 Education Building
1310 S. Sixth Street
Champaign, IL 61820

Evaluation Feedback

NAME_____WORK TITLE_____

WORK PLACE_____YEARS IN EDUCATION_____

1. How did you first hear about Experience-Based Education?

   ____Brochure ____From another educator

   ____Presentation ____Educational Journal

   ____Other_____

2. How did you hear about the District 113 EBE Demonstration Day?

   ____Brochure ____Presentation

   ____From another educator ____Other_____

3. Did you

   ____attend on your own initiative?

   ____attend because you were asked to attend?

4. Did you

   ____travel alone to attend this demonstration day?

   ____travel with others from your work place to attend this demonstration day?

   ____Other_____

5. Were the objectives of the Demonstration Day — Clearly Evident ... Vague

   5 4 3 2 1

6. The organization of the Demonstration Day was — Excellent ... Poor

   5 4 3 2 1

7. The printed materials distributed were — Descriptive ... Inadequate

   5 4 3 2 I

8.	The slide presentation was	Excellent				Poor
		5	4	3	2	1
9.	The staff presentations were	Excellent				Poor
		5	4	3	2	1
10.	The student panel discussion was	Excellent				Poor
		5	4	3	2	1
11.	The implementation/facilitative group discussion was	Excellent				Poor
		5	4	3	2	1
12.	Overall, I felt the demonstration day was	Excellent				Poor
		5	4	3	2	1

13. What followup materials/assistance do you desire?

____I would like to schedule an individual demonstration day and bring a team of my co-workers.

____I would like to have a presentation made in my district.

____I would like to consult to discuss more fully the possibilities and implications of having an EBE program in my district.

____I would like assistance with a special needs assessment in my district.

____I would like to be placed on your newsletter mailing list.

____I am not interested in followup materials/assistance at this time.

14. What follow-through intentions do you have regarding Experience-Based Education?

____I intend to seek further information as per the checks above.

____I intend to discuss EBE with (other) professional staff in my district.

____Other_____

____No further action regarding EBE intended at this time.

15. What other comments/suggestions/reactions do you have?

THANK YOU FOR YOUR ATTENDANCE/INTEREST/AND FEEDBACK

Presentation Review

WORD PROCESSING GUIDE

Name _____

Primary Responsibilities/Position _____

Address _____

_____ Phone ( ) _____

_____

1. Were incentives offered to you to attend the Illinois Business Education Conference?

   _____ yes, (answer question 1a) _____ no, (skip question 1a)

   a. What incentives were offered? (i.e., time and travel reimbursed, released time, board credit, etc.) _____

   _____

   Who offered them? _____

   Did they affect your decision to attend this conference? _____

2. How did you find out about this particular presentation? _____

   _____

3. Indicate the effect the following had on your decision to attend this presentation:

	Had a Negative Effect	Had No Effect	Had a Positive Effect
a. Subject of the presentation	1	2	3
b. Time of presentation	1	2	3
c. Length of presentation	1	2	3
d. Info received or personal contact made prior to presentation	1	2	3

4. How well did this presentation assist you in:

	Very Little	Somewhat	Extremely Well
a. Understanding the Word Processing Guide and how it could be used.	1	2	3
b. Deciding whether or not to use the Word Processing Guide	1	2	3

5. Whose decision was it for you to attend this presentation?

   ☐ My own

   ☐ I was requested to attend (specify position of person):

   _____

6. Did you come to this presentation:

   ☐ Alone

   ☐ With Colleagues

7. Do you feel a need for more information or further assistance? (i.e., technical assistance, encouragement and support, communication with other workshop participants, information on how others are using the materials, etc?) Please specify.

Please feel free to comment on any aspects of this presentation.

In approximately 3 months a short follow-up study will be conducted to determine the extent to which The Word Processing Guide is being used. If you agree to be part of this follow-up you will receive a complimentary copy of the material for your use.

_____ I agree to participate in the follow-up study

_____ _____

Date Signature

Please make sure your name and address are complete on the front of this form, as this is the address to which the follow-up form will be sent.

Thank you.

Conference Summary

D&U CONFERENCE
UNIVERSITY OF ILLINOIS
FEBRUARY 25, 1980
ACTIVITY # 1: GROUP SUMMARY

A compilation of individual participant responses regarding their awareness and use of agencies involved in the dissemination process is recorded on the following sample "Information Networks" form:

INFORMATION NETWORKS

INDICATE YOUR JOB TITLE N = 12

INDICATE BELOW WHETHER YOU ARE AWARE OF EACH OF THE FOLLOWING AGENCIES AND WHETHER YOU HAVE USED THEIR SERVICES WITHIN THE PAST YEAR

	ARE AWARE		*USED SERVICES WITHIN PAST YEAR*	
	N	%	N	%
1. ERIC (Educational Resources Information Center)	12	100	8	67
2. Occupational Education University Liaison Council	8	67	4	34
3. ECNCC/IVCC (East Central Network for Curriculum Coordination, Ill. Voc. C.C.)	11	92	9	75
4. Illinois State Board of Education Department of Adult, Vocational, and Technical Education, Occupational Consultants	12	100	10	83
5. Educational Service Region Superintendents	12	100	8	67
6. IRDN (Illinois Resource and Dissemination Network)	11	92	7	58
7. Program Services Teams	11	92	7	58
8. Career Education Service Centers	11	92	5	42
9. Career Guidance Centers	12	100	10	83

	ARE AWARE		USED SERVICES WITHIN PAST YEAR	
	N	%	N	%
10. Special Needs Consultants	9	75	8	67
11. Regional Vocational Education Administrators	9	75		58
12. Displaced Homemaker Centers	8	67	1	8
13. Work Industry Education Labor Councils	7	58	2	17
14. Adult Education Service Centers	10	83	4	34
15. Centers for Educational Improvement	9	75	5	42
16. Teacher Centers	9	75	3	25
17. Curriculum Publications Clearinghouse	11	92	10	83
18. Education/CETA Linkages Project	11	92	8	67
19. Gifted Area Service Centers	9	75	3	25
20. INDICATE ANY OTHER AGENCIES YOU MAY KNOW OF				
National Center for Research in Vocational Education	1	8	1	8
National Diffusion Network	1	8	1	8
Project Progress	1	8	1	8

Note: If an agency was marked "used" but not marked "aware" on a form it was counted as both "aware" and "used".

Identification of D&U System Priorities

ACTIVITY # 2: GROUP SUMMARY

A compilation of individual response cards and small group prioritization follows:

As a person involved with research and program improvement outputs, you have been asked to develop a dissemination system that would effectively meet <u>your</u> needs.

What are your three (3) most important needs that this effective dissemination system would meet?

YELLOW GROUP INDIVIDUAL RESPONSE CARDS:

1. Staff development on how to disseminate
2. Continuous update of R&D activities
3. Dissemination at university level
4. Dissemination at local level
5. Information on rules and regulations
6. Current curriculum materials for classroom use
7. Awareness of R&D products
8. Adopt/adapt materials for classroom
9. Interval development of curriculum materials
10. Evaluation of curriculum
11. Assessment of community needs
12. Inservice of consulting personnel
13. Assessment of direct needs
14. Direct inservice
15. Funding as incentive (LEA)

YELLOW GROUP PRIORITIES AFTER DISCUSSING AND COMBINING

1. Dissemination Needs Assessment: Who gets what and how. Includes incentives.
2. Continuous update of R&D projects
3. Curriculum materials dissemination
4. Evaluation of R&D product to be disseminated and of dissemination process
5. Staff development on dissemination and implementation

ORANGE GROUP INDIVIDUAL RESPONSE CARDS:

1. Current list of available materials to disseminate to liaison committee
2. Storage
3. Checkout system for safekeeping and return
4. Access to take materials to local districts

5. Knowledge of different "groups" and their conferences and workshops
6. Knowledge of out-of-print, outdated, and revised materials
7. Identify target groups--know what "needs" need to be addressed
8. Match need (#7) with appropriate group on program for help
9. Establish a process of implementation
10. Travel funds - staff - community
11. Personnel
12. Time
13. Staff trained in knowledge of dissemination
14. Concise information
15. Timesaving techniques and synthesis of new materials

ORANGE GROUP PRIORITIES AFTER DISCUSSING AND COMBINING

1. Identify target groups, conduct needs assessment, match needs to appropriate product and programs
2. Collection of current, out-of-date materials
3. Staff trained in knowledge of dissemination
4. Funds, personnel, time
5. Quality control of developed products

D&U Techniques and Strategies

ACTIVITY # 3: GROUP SUMMARY

A compilation of individual response cards which were discussed by the small groups follows:

Recall the previous activity and your group's five priority need areas of an effective dissemination system.

Identify two (2) strategies or techniques that could be used to meet each of the five priority need areas.

INDIVIDUAL RESPONSE CARDS DISCUSSED BY YELLOW GROUP

A. Needs Assessment

* 1. Develop method/model to match product to recipients
2. Determine appropriate recipient motivators to encourage utilization of products, e.g. released time, course credit, RFA, board credit, technical assistance, funding, withholding funds
3. RFA money for staff
4. Illinois Problems Index (IPI)
5. LEA self-assessment
6. Questionnaire to local staff
7. Input from people in the field
8. Past 1 & 5 year evaluations, North Central, etc.
* 9. Technical assistance in assessing needs
10. Funding

B. Continuous Update

1. Local information coordinator
2. Publication workshop (mentioned more than once)
3. Multi-product dissemination with developers presenting
4. Curriculum reviews by consultants
* 5. R&D Newsletter (mentioned more than once)
6. Annotated Abstract book (annual or bi-annual)
7. Input to IRDN (computerization)

C. Curriculum Materials Dissemination

* 1. Adoptive/Adaptive/Evaluative workshops
2. Expand publicity function of WIU Curriculum Publications Clearinghouse
3. Make "Center Critiques" available to more practitioners
4. Provide inservice training on availability of materials, cost, etc.
5. Use of professional organizations
6. Use of LEA Administrators
7. Provide staff assistance to LEAs wishing to adopt specific materials
8. Funding
9. Newsletter
* 10. Computerization with comprehensive descriptors or ability to request information from central terminal and receive prompt reply

D. Evaluation

1. Conduct activities to evaluate the effectiveness of dissemination/utilization practices via evaluation of workshops, courses, recipients of R&D products, adoption/adaption. Activities to evaluate practices/products.
* 2. Expert to review and prioritize new products, new techniques
3. Local committee evaluation prior to implementation
4. Follow-up of users
5. Monetary incentive to field test
* 6. Provide technical assistance to LEAs

E. Staff Development

1. Workshops on dissemination and utilization
2. Inservice consultants, LEA staff
3. Special project incentives (grant writing)
4. University course on new and emerging curriculum (mentioned more than once)
* 5. Fund as a special grant or summer activity for staff development
6. Pay staff for willingness to implement new activities
7. Inservice from experts (persons who have proven success, not necessarily educators)

INDIVIDUAL RESPONSE CARDS DISCUSSED BY ORANGE GROUP

A. Target Groups; Needs Assessment; Matching

1. Work with targeted audiences on similar needs eventually work with all groups - on and off site
2. Coordinate specific plans for the identified need, i.e., coordination of inservice
3. Evaluation/impact on targeted groups (research evaluation)
4. Inservice of agencies or other agencies of similar responsibilities

5. Team of agency personnel to work with targeted audiences in small group - teams from LEA
6. Compile list of current materials in catalog form to match local needs to program or product; inservice staff on program/product, content/procedures

B. Collection of Current, Out-of-Date Materials

1. Contact all agencies involved in producing and disseminating materials to collect information for catalog (continual updating)
2. Circulation system for general, as well as targeted, audiences
3. Development of product/program submitted to a clearinghouse
4. Share of information between clearinghouses
5. Survey practitioners to see what materials are most effective and most needed
6. Consultants to have materials on hand to work with LEA and leave for local implementation
7. Newsletter of new and continuing projects (statewide distribution) - who has funds (ISBE)

C. Staff Trained in Knowledge of Dissemination

1. Explore techniques of dissemination and bring in experts for staff development
2. Familiarize staff with available products/programs materials, needs of targeted groups
3. Inservice staffs, state, regional, local responsible for dissemination/ staff development
4. Dissemination plan written into each project plan and reviewed periodically with state staff/project administrator
5. Sessions on dissemination at state conferences
6. Change agents dissemination guide - strategies, techniques
7. Case studies of LEA product/program implementation
8. Self-directed, self-motivated, enthusiastic, perceptive, communicative personnel to direct dissemination process and activities; well-informed regarding products and programs available

D. Funds, Personnel, Time

1. Identify personnel, time and funds needed for dissemination purposes: state, regional, and local level
2. Make sure money is available for the adopter/adapter (user) of the innovation (mini grants)
3. Prepare budget and allocate

E. Quality Control of Developed Products

1. Prepare instrument(s)/criteria for ongoing product evaluation (formative)
2. Prepare instrument(s)/criteria for end of product evaluation (summative)
3. Panel of experts to evaluate existing materials (appropriate panel to match product)
4. Provide information regarding material validation
5. "Reader's Digest" of effective, locally developed programs

* Group chose to highlight; merits special attention

Identification of D&U Strategies
For R&D Products

ACTIVITY # 4: GROUP SUMMARY

Each small group concensus regarding the most effective method of disseminating the four different groups of output is recorded on the following sample strategies and products grid:

Identification of D&U Strategies
For R&D Products

R&D OUTPUTS	*SPREAD*	*EXCHANGE*	*CHOICE*	*IMPLEMENTATION*
INFORMATION				
1. Bulletins/Guidelines i.e., Document 1, State Plan	* X			
2. Public Relations Materials i.e., Brochures, Workshop Announcements	* X	*		
3. Rules and Regulations i.e., Federal Register	* X	X		*
4. Other_____				
REPORTS				
1. Research Studies			* X	*
2. Final Project Reports			* X	
3. Other_____				
MATERIALS				
1. Curriculum Materials	X	* X	* X	* X
2. Curriculum Guides	X	* X	*	* X
3. Professional Development Materials	X	* X	* X	* X
(All of these materials could be in the form of models, concepts, processes, audio-visuals, etc.)				
SERVICES				
1. Dissemination Workshops	X	* X	* X	*
2. Technical Assistance Training	X	* X	* X	* X
3. Other_____				

* = ORANGE GROUP X = YELLOW GROUP

NIE Dissemination Analysis Group definitions of levels of dissemination, 1977.

SPREAD: One-way casting out of knowledge in all its forms: information, ideas, and materials: "as though sowing seeds."

EXCHANGE: Two-way or multi-way flow of information, products, ideas, and materials as to needs, problems, and potential solutions.

CHOICE: Facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices, and other knowledge that can be used for the improvement of education.

IMPLEMENTATION: Facilitates adoption/adaption, installation, and improvements.

Participants
D&U CONFERENCE
UNIVERSITY OF ILLINOIS
FEBRUARY 25,1980

Dave Belsheim
Director, Career Guidance Center
Room 202
Trading Post Building
304 North Maple Street
Urbana, Illinois 61801

Nancy Farr
Illinois Statewide Facilitator
1105 East 5th Street
Metropolis, Illinois 62960

Sharon Full
Occupational Consultant
Illinois State Board of Education
100 North 1st Street
Springfield. Illinois 62777

John Garth
Director, Adult Education
Urbana High School
Urbana, Illinois 61801

Chuck Harwick
Superintendent, Educational Service Center
Box 340
Charleston, Illinois 61920

Hercules Kazanas
University Liaison Coordinating Committee
345 Education Building
University of Illinois
Urbana/Champaign, Illinois 61801

James Oettle
Director, Vocational Education
Keil Building
101 West Cerro Gordo
Decatur, Illinois 62523

Peggy O'Malley
Grant Middle School
1800 West Monroe
Springfield, Illinois 62704

Jim Rowe, Assistant Manager
R.R.#1
Monticello, Illinois 61856

Kathryn Smith
University Liaison Coordinating Committee
Home Economics Department
Illinois State University
Normal, Illinois 61761

D&U PROJECT STAFF

Ronald McCage
Nona Janssen
Research and Development Unit
Department of Adult, Vocational and Technical Education
Illinois State Board of Education
100 North 1st Street
Springfield, Illinois 62777
217/782-4620

Marlowe Slater
Janet Treichel
Carol Sanders
Ann Jung
University of Illinois
Vocational and Technical Education
Urbana, Illinois 61801
217/333-7228

Action Plan Follow-up

Methods and Materials for Teaching Entrepreneurship Education

_____ (1-3)

Please complete each statement by placing an X on the line next to the most appropriate response. After completing all statements and making your comments, please fold and staple this follow-up form and mail it as addressed. Postage is prepaid.

Unless you indicate otherwise in Question 8, your responses will be held in strictest confidence. The code number on this page will be used for follow-up purposes only.

1. a. I work in: (4-5)

_____01 an elementary school
_____02 a middle/junior high school
_____03 a senior high school
_____04 an area vocational school/center
_____05 a community/junior college
_____06 a university
_____07 a school district office
_____08 a correctional institution
_____09 a state agency
_____10 a federal agency
_____11 other _____ (6)
(please identify)

b. I teach _____ (7-8)
(please specify subject matter or type of student)

2. I am employed as: (9-10)

_____01 a full-time teacher
_____02 a part-time teacher
_____03 a teacher educator
_____04 a supervisor
_____05 an administrator
_____06 a consultant
_____07 a counselor
_____08 other _____ (11)
(please identify)

3. I am associated with (12)

_____1 day programs
_____2 night programs
_____3 night and day programs

4. Since receiving the Entrepreneurship Education materials, I (13)
_____1 am using them (go to Question 6)
_____2 plan to use them (go to Question 6)
_____3 am not using them (go to Question 5)
_____4 do not plan to use them (go to Question 5)

5. a. If you are not using the materials, or do not plan to use them, please share with us the reason(s) why (indicate all that apply):
_____1 need additional assistance/information--type of assistance desired _____ (14)
_____2 need additional administrative support (15)
_____3 need more time (16)
_____4 materials not applicable to my situation. Why? _____ (17)
_____5 other, please explain _____ (18)
_____ (19)
_____

b. If you do not plan to use the materials, have you passed them on to a colleague who might be able to use them? _____yes _____no (please go to question 9).

6. What part(s) of the materials have you used or do you plan to use?

	Learning the Skills	Sessions	
_____	1 Course Orientation		(20)
_____	2 Inner Control	___1, ___2, ___3, ___4, ___5, ___6	(21)
_____	3 Innovation	___1, ___2, ___3, ___4	(22)
_____	4 Decision Making	___1, ___2, ___3, ___4	(23)
_____	5 Human Relations	___1, ___2, ___3, ___4	(24)

Applying the Skills
_____1 Project Orientation Session (25)
_____2 Project Planning Guides (26)
_____3 Issues for Investigation (27)
_____4 Project Ideas (28)
_____5 Predesigned Projects (29)

Supplementary Readings
_____1 Critical Incidents (30)
_____2 Readings in Entrepreneurial Skills (31)
_____3 Resources in Management Skill Areas (32)

7. How are you using the materials or how do you plan to use them? (Indicate all that are appropriate.)
_____1 as a resource for counseling (33)
_____2 as a resource for students doing independent study (34)
_____3 as a supplementary resource for your teaching (35)
_____4 as a complete course (36)
_____1 for infusion into your existing course(s) (37)
_____2 as a primary resource for your own teaching (38)
_____3 share with other educators (39)
_____4 for your own personal use (40)
_____5 other _____ (41)
(Please specify)
_____ (42)

(43-79/Bk)
(80/1)

8. Please write a paragraph or two on your own experiences with the materials. (Please write on reverse, or add blank pages, if necessary.) Your reactions may include remarks on:
   - Your students' reactions to the materials,
   - Your own reactions to the materials,
   - Your colleagues' reactions to the materials,
   - The kinds of adaptations you felt were appropriate for you,
   - The amount of preparation needed for using the materials,
   - Advice to educators planning to use the materials in settings similar to your own,
   - Improvements on the materials.

9. Your responses will be held in strict confidence. However, if you so desire, your remarks on Question 8 can be associated with your name, as your experience can be of value to future users of the materials. Your name will be used with your permission only.

   Do we have permission to use your name? ____yes ____no
   If "yes", please complete the following.

   _____ _____
   (Name: last, first, middle initial) (Title or position)

   _____ _____
   (School/district/institution/agency) (Street address)

   _____ ( )_____
   (City, state, zip code) (Phone number, including area code)

Thank you for your cooperation

EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS 61920

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CARE Kit Follow-up

Some time ago you participated in a personnel development activity sponsored by Eastern Illinois University and the Illinois Office of Education/Department of Adult, Vocational and Technical Education. At that time, you were issued the Second Edition of the CARE Kit and were assisted in learning how to use the Kit with your students. As indicated during that activity, we are requesting follow-up information of that activity.

Within two weeks, please complete the following form and return it in the enclosed addressed envelope.

Your identity will be kept confidential. The feedback will be combined with that from other participants to provide a statistical base for assessing this particular personnel development activity and to provide information to improve similar activities.

The major intended participant outcomes of this activity were that you would:

1. Become aware of the intended uses of the CARE Kit.
2. Become aware of each part of the CARE Kit.
3. Recognize the consistent parts of the activity format.
4. Be able to demonstrate ability to use the CARE Kit by completing one activity from it.

a. To what degree did you learn what was intended? (Circle your response)

(Not very well) 1 2 3 4 5 (Very well)

b. To what degree have you used the Second Edition of the CARE Kit?

(Never) 0 1 2 3 4 5 (Considerably)

c. How often do you use the Second Edition of the CARE Kit? (Check one)

_____ Every day	_____ Between 5 and 10 times during the year
_____ Nearly every day	_____ Less than 5 times during the year
_____ Once a week	_____ Never used it
_____ Once a month	_____ Other (please describe) _____

_____

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d. If you have not used the CARE Kit, why not?

_____ I do not see how it would work in my situation.
_____ Internal constraints prevent its use.
_____ The need for it has not yet arisen.
_____ It would work better at another ability level.
_____ It is too complicated to use effectively.
_____ Other (please describe) _____

_____

e. What would help you in making better use of the new CARE Kit?

_____ Participate in additional formal training.
_____ Receive additional printed materials.
_____ Obtain time to adapt the CARE Kit to my particular situation.
_____ Receive individualized consultant help.
_____ Discuss the use of the CARE Kit with peers in other institutions.
_____ Other (please describe) _____

_____

f. To what degree has the new CARE Kit affected your professional behavior in your particular job?

(Insignificantly) 1 2 3 4 5 (Considerably)

g. What has been the degree of effect of the CARE Kit on your students?

(Insignificant) 1 2 3 4 5 (Considerable)

h. How many clients do you currently have with whom you are using the CARE Kit?

_____ students in _____ courses

i. How many teachers, besides yourself, are using the CARE Kit which was issued to you?

_____ teachers in _____ courses.

j. How do you feel about the new CARE Kit?

(Negative) 1 2 3 4 5 (Positive)

k. On a scale from 0 to 5 (0 being the lowest, and 5 being highest), how helpful were each of these parts of the Second Edition, CARE Kit: (Mark an "x" on each line to indicate your response).

k. (continued)

	No help	Little help	Helpful once in a while	Average help	Good help	Excellent help
Part I - Job Getting Skills Options	0	1	2	3	4	5
Worksheets	0	1	2	3	4	5
Part II - Understanding Myself Options	0	1	2	3	4	5
Worksheets	0	1	2	3	4	5
Part III - Career Choices Options	0	1	2	3	4	5
Worksheets	0	1	2	3	4	5
Case studies	0	1	2	3	4	5
Games	0	1	2	3	4	5
Tapes	0	1	2	3	4	5

l. What are the three greatest strengths of the new CARE Kit?

1.

2.

3.

m. List specific changes which should be made to make the new CARE Kit more effective and useable.

n. What other comments would you like to make about the new CARE Kit? (Use other side of page for additional comments).

Thank you for your prompt and thoughtful responses.

_____

(please sign your name)

Selected Product Follow-up

FROM: Carol Sanders
Dissemination Project
University of Illinois
32 Education Building
1310 South Sixth Street
Champaign, Illinois 61820

TO:

Our records indicate that approximately three months ago you received a copy of a Word Processing Guide through a presentation you attended during the Illinois Business Education Association Conference in November, 1981. Please complete the following form and return it in the enclosed self-addressed envelope by _____. Thank you.

1. Since receiving the Word Processing Guide:

___ I am using the material (go on to question 3)

___ I plan to use the material in the near future (go on to question 3).

___ I am not using the material and do not plan to use it (answer question 2).

2. If you are not using the material, or do not plan to use it; please share the reasons (indicate all that apply): Go on to question 5 when completed.

___ I need additional information, please have a consultant call.

___ My district needs assistance in adopting/adapting the materials, please call to schedule training.

___ I need administrative support.

___ The materials are not applicable to my situation because:

_____

_____

___ Other, please explain: _____

_____

3. If you are using or plan to use the material, indicate how (indicate all that apply):

_____ I have adopted the material in whole.

_____ I have adopted/will adopt sections/parts of the material. How?

_____

_____

_____

_____ I am using/will use the material as a teacher resource.

_____ I am using/will use the material as a supplementary student resource.

_____ I have recommended the material to colleagues.

4. Approximately how many students are being affected as a result of your receiving a copy of the Word Processing Guide? _____

5. In thinking back over the workshop presentation you attended at which you received the Word Processing Guide, how effective were the activities in assisting you to:

	Not very Effective		Very Effective
a. Become aware of the content.	1	2	3
b. Understand how the material could be used.	1	2	3
c. Decide whether or not to use the material.	1	2	3
d. Adopt/adapt the material.	1	2	3

6. List the activities you used to promote usage of the Word Processing Guide in your school/district that you thought were particularly effective.

_____

_____

_____

7. Would you be interested in providing technical assistance to other individuals/districts interested in word processing if travel expenses were provided?

_____ No _____ Yes

R & D Product Distribution Follow-up

FROM: Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

TO:

Our records indicate that approximately three months ago you received a copy of ____(indicate title of product)_____

For followup purposes please complete this form and return it to:

Curriculum Publications Clearinghouse
Western Illinois University
Horrabin Hall 46
Macomb, IL 61455

1. Your program area:

___ Adult
___ Agriculture
___ Business Ed.
___ Health Ed.
___ Home Econ. Ed.
___ Industrial Ed.
___ Guidance
___ Special Needs
___ Sex Equity
___ Experiential/ Work Exp.
___ Other (please specify)_____

_____

2. Your subject area:_____

3. Your position:

___ Teacher
___ Administrator
___ Guidance
___ Teacher Ed.
___ Experiential
___ Parent
___ Business/Ind.
___ Advisory Council
___ Other (please specify)_____

_____

4. Level:

___ K-12
___ K-6
___ 7-8
___ 9-12
___ Post Secondary
___ College/Univ.
___ Adult
___ Area Voc. Ctr.

5. How did you receive the material?

___ Curriculum Pub. Clearinghouse
___ Workshop
___ Conference/meeting
___ Voc. Ed. Course
___ Individual presentation
___ Other (please specify)_____

6. Number received:

___ One copy
___ Multiple copies (indicate number)

7. Since receiving the material:

___ I am using (go on to question 9).
___ I plan to use (go on to question 9).
___ I am not using and do not plan to use (go on to question 8).

8. If you are not using the material, or do not plan to use, please share the reason(s) (indicate all that apply):

___ I need additional information, please have a consultant call.
___ My district needs assistance in adopting/adapting the material, please call to schedule training.
___ I need administrative support.
___ The material is not applicable to my situation. Why?_____
_____
_____
___ Other, please explain: _____
_____
_____

9. If you are using or plan to use the material, indicate how:

___ I have adopted the material in whole.
___ I have/will adopt sections/parts of the material.
___ I have/will adapt the material. How? _____
_____
_____
___ I am using/will use the material. as a teacher resource.
___ I am using/will use the material as a supplementary student resource.
___ I have recommended the material to colleagues.